

MUSIC NUMBER

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# THE SIERRA EDUCATIONAL NEWS

Volume XVIII

APRIL, 1922

No. 4

School Music Symposium

Results of Amendment 16

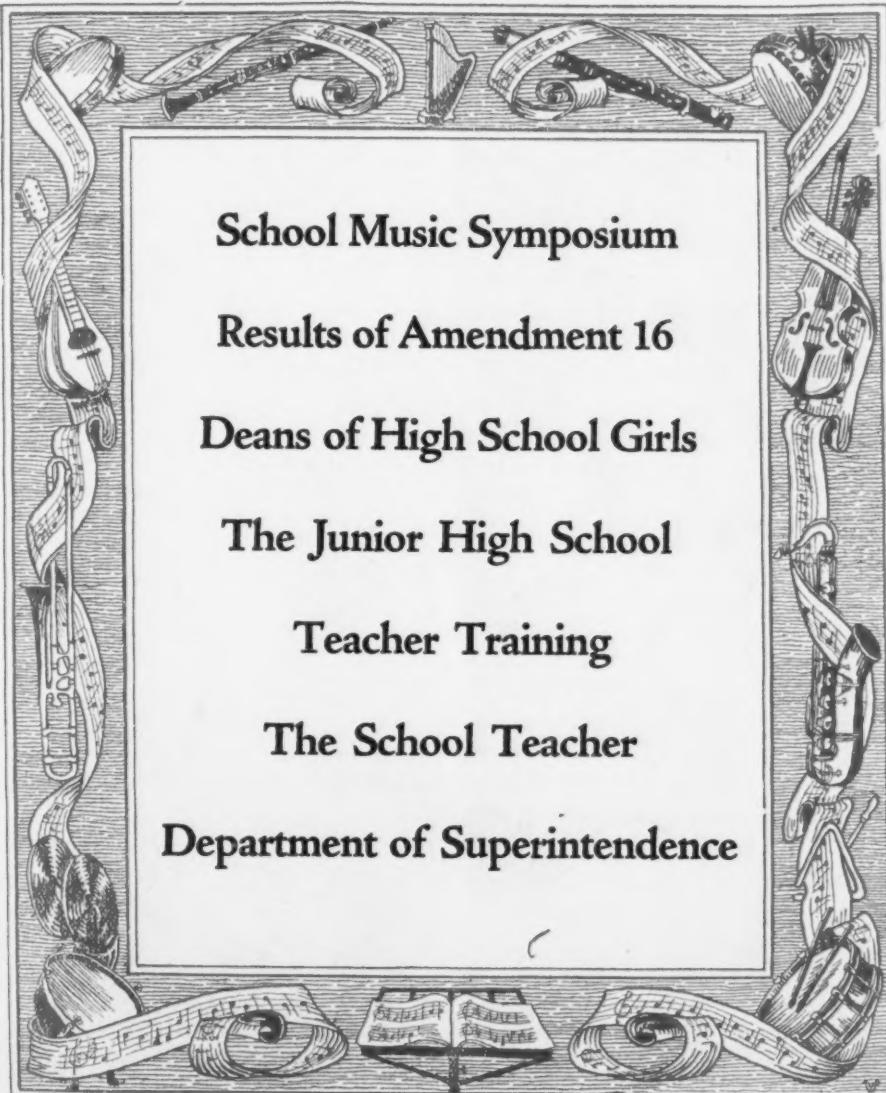
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## The Edison "How" and "Why" Page

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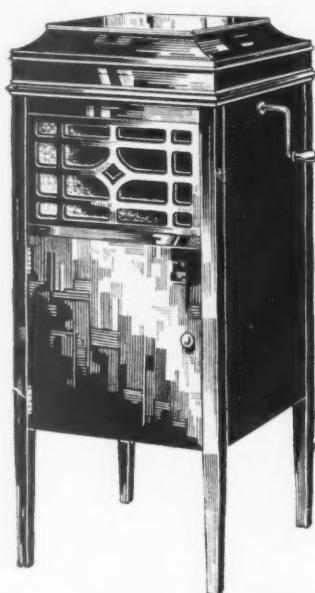
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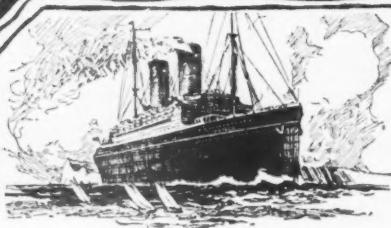
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# Serve Democracy's Greatest Need

*America's best talent should be dedicated to the training of the youth for citizenship. The National Education Association wishes to enlist in the educational army the strongest men and women in every locality. The Association, therefore, recommends to our best young people that they invest their lives in the profession of teaching.*

*The teaching profession offers the following advantages:*

1. *Teaching pays. Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.*
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3. *Teaching offers a growing career. The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.*
4. *Teaching offers mental and moral growth. The soundest mental and moral processes are involved in the making of good citizens.*
5. *Teaching is building. The teacher shapes the unfolding life of childhood and radiates ideals and purposes that in the citizenship of tomorrow will become the fabric of an improved social structure.*
6. *Teaching inspires high ideals. There is nothing nobler nor more practical than to shape and to guide the ideals and practices of the young citizens who are soon to be the Nation's responsible leaders.*
7. *Teaching is service. Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic.*
8. *Teaching insures big opportunities. With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life's best side.*
9. *Teaching is practical patriotism. Inspiring young citizens and directing problems of citizenship practice is a ministry essential to a democracy.*
10. *Teaching is the profession of professions. Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions. Teaching is the clearing-house of the past, the guide of the present, and the prophet of the future. It is therefore necessary that the Nation's finest talents should be consecrated to public education upon which the perpetuity of American ideals and the salvation of the Republic depend.*

# EDITORIAL

**T**HROUGHOUT the elementary school years, and among the accepted subjects of instruction, music, alone, shares with story-literature, primary culture purposes. All else is mainly fact or skill.

**EDUCATION** Foreign language study, **BY MUSIC** or science, or history,

or formal English, or nature study, or geography, or mathematics,—makes appeal to judgment or the understanding. Music is rich with incitement and shaping of emotional appreciation. It affords one cultural influence that may be brought to bear early in life. To the attentive mind its message is universally intelligible. Its lessons are easily graduated to experience. A taste for the best is readily cultivated. It easily adjusts itself to modern educational notions of self-activity and the initiative of pupil interest. Its appeal is to the poetic and imaginative instincts so characteristic of childhood and youth. The play impulse is a vital accessory: joy in action and expression; the feeling of accomplishment that follows close upon interested effort. For both the original stimulus to school music in America, and pointing the way to its teaching, we are largely indebted to the intelligent and persistent demands of Lowell Mason of Boston, into whose schools an experiment was introduced in 1837. Professor Mason was a Pestalozzian and sought natural processes of guidance. He had faith in childhood's music instincts, and the possibility of using this native faculty as a means of education, as we use the number sense, or craving for knowledge, or making, or doing in other

fields. Moreover it appeals to a heretofore, and yet, neglected side of human nature—the emotional and aesthetic, as real a part of his life as is the understanding. The schools have realized less than they should and might from this early movement.

**P**ROBABLY the most notable change in music teaching to children is in the relatively less dependence upon sight-reading and note teaching, largely an intellectual act; not that the staff-technique

**SCHOOL METHODS** is depreciated or neglected, but, in the early years, an emphasis has come to be placed on appropriate mu-

sic to develop appreciative listening that invites participation, or on creative music work, calling for both discrimination and appreciation of one's own composition. Both of which are Pestalozzian, because natural. To have cultivated a taste for orderly music, by hearing much that is good, to have developed an ability to think tones and their combinations, to have aroused pupil confidence in self-expression through music and to have made it an organic part of one's mental possession, is an achievement quite worthy of all the time that can be found for it. The mechanical contrivances that are available for schools, some of which are noted by our advertisers and contributors, make possible a supply of examples of music greatly to the advantage of teaching. Made common in the schools by methods tending to self-helpfulness, breeding familiarity with the best, both vocal and instrumental, and gradually through

youth getting it into the homes, would have social significance beyond any mere knowledge. The Sierra Educational News takes pleasure in offering its readers the brief symposium that appears in this issue.

R. G. B.

**I**N a recent pronouncement, a college professor, according to published accounts, points out the danger of over education in a Democracy such as ours. The fear is expressed that we shall soon be without the necessary unskilled labor

in the country.

**OVER EDUCATION NOT OUR DANGER** "The energy," he says, "of 20% of the

population is needed to do the unskilled work of the country. Therefore," he continues, "it would seem that some of those who are now preparing for vocations and professions should be doing unskilled work."

Are the schools then for the select, the fortunate, the intellectuals only? Is education to be offered to those who engage in the professions, trades, business enterprises, white collar occupations, and to no others? If it be true that education unfits for the so-called "unskilled" work of the world, the fault lies either with the type of education offered, or with the too low demands attaching to the job, or to both. In a Democracy such as ours, progress and perpetuity depend not alone upon developing leaders, but as well upon raising the common standards and advancing all levels. An equality of educational opportunity will bring to the so-called common man such "sweetness and light", such opening of new vistas, such vision and imagination, as to lend inspiration to his work and make it a service, rather than a drudgery. Indeed, one of the problems in a Democracy is to make a skilled job out of the now unskilled task; and to train the doer of unskilled labor to do it skilfully. Genius and gray matter and judgment and imagination and effi-

ciency and vision may all find place in the doing of the unskilled task.

There is another side to all this. The problem has sociological and biological significance. If, in order to get our laundry done, our windows polished, our railroad iron laid, our sewers dug, our ships loaded, our garbage removed, we must resort to "immigration of a white foreign element," as proposed by our college professor, then indeed is it time to pause and take account for the future.

There are duties to be performed much more menial in character than are other duties. But the service rendered by the doers of these menial tasks is oftentimes much greater than that resulting from the performing of some acts requiring a high degree of intelligence. It is true that the intellectual qualifications of some unskilled workers need not be so high as that demanded in other fields. But we have reached a danger point in our democratic life, if, among our own people, there are not those ready to perform these duties. If the American people do not number among their own population those prepared for and willing to perform every type and quality of service necessary to be done; if we must rely upon foreign peoples,—aliens from other lands,—to do for us those things we are too proud to do for ourselves, then we have reached the critical point in the development of this Republic. If the tradesmen only and those of the professions are to be educated; if "some of those who are now preparing for vocations and professions should be doing unskilled work," and schooling thereby is to be refused these; if the humblest job or task is to be considered, not as a dignified service to be rendered, when the work is honestly and conscientiously done, but as an unwholesome bit of drudgery,—then are our high sounding phrases anent the dignity of labor mere "sounding brass and tinkling cymbal." And by the same token, our

arguments for equal educational opportunity are but shallow and empty words.

The lesson is obvious. If we are to survive; if we are not to go the road of those once glorious nations of which Rome is an outstanding example, we must rely for the doing of our own work, not upon others, but upon ourselves. If the school is not teaching this lesson of self reliance and humility, it can not too soon set itself the task of doing so. With immigration properly restricted, with moral and intellectual standards set up for those who come to us, and with sufficiently attractive compensation attaching to the unskilled tasks, American born men and women may be found to perform every needed service.

No, over education is not our danger. We may over instruct, or over train, or over informationize, but not over educate. The man who works with pick or spade or who drives the garbage cart; the woman who polishes the mahogany or beats the rugs or sells you your evening paper,—these as well as the captain of industry, the learned judge, the paying teller, need the refining influences of music and art and travel and literature and all those finer qualities that have contributed to the richness of the centuries. All need to be trained for leisure. To the one as well as to the other must come the inspiration of the best that the world has to offer. All must be accorded the benefits of the school and of education. This does not mean that all must be fitted to the same type of schooling. It means, rather, that a differentiated and specialized education, based upon a general knowledge of the recognized fundamentals, should be fitted to each boy and girl.

For let it be remembered, that, as we have so often said, they must all, workers both in the skilled and in the unskilled tasks, make a life while making a living.

A. H. C.

**O**NE obstruction to a consistent development of a school plant lies in the frequent shifting of its administrators. A continuous policy, if it be not a really bad one tends, in time, with uniform management, through a period of years, to achieve more effective methods and results than even more

intelligent, but conflicting controls. The ill effects of frequent changes among school superintendents illustrates this principle. Of the 58 counties in California, 25 have changed their superintendents in five years. Of the nearly 40 incorporated cities, more than half have supplanted the old by a new administration, in the same period. For the official the change has not always been a promotion. Some of both cities and counties have changed twice, or even three times, in the five years. Sometimes the transfer has been because of increased salaries. Here and there the cause has been school politics. Rarely has it been inefficiency of the school executive. The County Superintendency, being a political office, professional standards are seldom taken into account in the selection. California has been remarkably fortunate, however, in the quality of her County Superintendents. The wonder is, with the low salaries paid, that such able men and women can be secured and retained. In cities the actual term of service of members of the Board of Education is often longer than that of the school superintendent; their policy may, therefore, be more consistent and more determining over a long period, though not more intelligent, than the supervision permitted. The local control of schools is sound in theory, though, in individual cases, it scrambles educational efforts. What is true of this official control is equally true of most other school interests; frequent changes in the curriculum, in the furnish-

ing of supplies (now generous, now parsimonious), ill considered changes of method or organization, as well as the overturning of the teaching body; all interfere with any natural growth of the institution or maturing results, individual or social.

R. G. B.

**R**ELATIVELY little attention is paid to the fine arts, other than music, in California secondary schools. Most schools have some form of art; often, however, especially in the smaller schools, drawing only, with much emphasis on mechanical drawing. The fine arts

**ART EDUCATION** and artistic crafts, rarely the plastic arts, house decoration, clothing, occasionally printing, etc., may be found here and there. Model and life drawing are more common. The principles of fine art and aesthetic theory and history are almost ignored. In the Universities may be found most forms of not only the fine, but the applied arts. A few doubtless study them professionally, as artists. Yet the need is for the many, even more than for the few. The aesthetic sense is quite as human a quality as the understanding or the passions. So much of a comprehension of aesthetic expression as makes its appreciation possible by youth and adult, generally, should be provided for in every school. More or less skill with the pencil and the brush, with clay and its tools, may be acquired by nearly every one. But above this power is, for the majority of people, an appreciative interest in the skilled productions of the artists. To enjoy a fine piece of architecture and know why it is fine; to find pleasure in music even without skill in execution; to get the thrill that comes from a painting whose meaning is apprehended; or to be able to see a reaching for perfection in bronze or marble; may not earn one bread, though, by shaping an ideal, they may en-

rich the life. The ability and disposition to deserve a wage are basic in training; but the habit of enjoying what the wage can buy has supreme values.

Elsewhere in this issue, mention is made of an art-observation tour through the United States including a dozen or more cities, with their museums and palaces, their architecture and public works. High school teachers of these subjects will be interested in the opportunity offered.

R. G. B.

**N**OT so long ago in this country, the pony express was considered a rapid means of mail delivery.

**THE ECONOMIES OF EDUCATION** Earlier in our history, runners on foot relayed messages from man to man. In this modern time there is each year a tremendous increase in the use of the mails. But fast trains even are much too slow, and are giving place to the flying machine; while the telegraph and telephone are being displaced by wireless.

It is not an over long journey by rail from San Francisco to Mexico City. Yet a few days ago this method of communication was found too slow. There was sent a telegram of 3014 words at a cost of \$362.61. The circumstance would bear no special significance had the message related to a large commercial transaction, or to important matters of State. It had to do rather with matters of community and educational interest, looking toward securing concert of action through discussion and consideration of common problems by delegates representing the United States and Mexico.

We have frequently had occasion of late to remark that education was a business as well as a profession. Indeed, it is the most important business, both in its economic and social aspects, in which the State engages. It would appear that when

occasion requires, expedition may be practiced in the realm of education as well as in that of the money changers. For in the former as in the latter, it is not so much a question of the expenditures as it is the return upon the investment.

A. H. C.

**T**HE volume of proceedings of the N. E. A. meeting at Des Moines has been received by members and is a valuable collection of professional literature. In nearly 40 years' connection

**N. E. A.** of the writer with the organization, no other report has seemed

**PROCEEDINGS** either more suggestive or more meaty. President Hunter's tracing of the development of the Association is particularly illuminating, showing, not the growth in organization only, but its permanent achievements. Copies of the proceedings since its foundation in 1857 as the National Teachers' Association down to the present, constitute a professional library of exceptional worth. Those who have been fortunate enough to have the companionship of its members and to hear or read its reports and discussions find in the successive volumes history, theory and practice. Membership in the N. E. A. may well be regarded as both a privilege and a duty; a personal privilege and a duty to one's profession. So long as one has to do with the schools, whether as executive, teacher or school board member, one who knows the association's activities will find a knowledge of them indispensable. In like manner, for every California teacher, membership in the C. T. A. becomes a means of aiding educational progress that no thoughtful teacher will be willing to sacrifice. To combine the forces multiplies results; no more true in business than in the teaching profession. R. G. B.

**I**T is a noble sentiment that prompts the founding and erection of memorials to our soldiers in the wars; that, in the words of Lincoln, "these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom." It is well, in the presence of youth to enoble and venerate the services of men "who gave their lives that the nation might live," and "it is for us, the living rather, to be dedicated to the unfinished work which they have so nobly advanced." Arches and public buildings and endowments have their uses. They tend to keep fresh in the public mind the services of these men and women that make for safety and happiness to those who live; with a wholesome sense of this meaning, it is yet even more important that the young be taught that similar sacrifices shall not have to be made again. To this end Greenwich, Connecticut, is erecting a War Memorial High School at an estimated cost of \$900,000, in memory of the Veterans, which shall be, at once, a meeting place for their organizations and a "Monument to Life." This is, indeed, a beginning of Peace. R. G. B.

**I**T is easy to become dependent upon books. The schools emphasize their importance in education. For youth it must be more or less so. But mere book learning quickly becomes narrowing and tyrannous. No book learning is the best that does not make one relatively independent of books. "I like books," said Holmes: "I was born and bred among them and have the easy feeling, when I get into their presence that a stable boy has among horses. I don't think I undervalue them either as companions or instructors. But I can't help remembering that the world's great men have not been great scholars,

nor its great scholars great men." This may exaggerate a bit the discrepancy between scholarship and great achievement. But in the main it is true. The maturing that comes through vicarious experience rests, not only ultimately, but directly, upon the richness of one's personal experience. Books may aid if one has the acquired wit to interpret and use their teaching. The aim of the school must be to stimulate the personal reactions to make the most of what the book knows.

R. G. B.

**T**HE recent conferences on Illiteracy have demonstrated anew the need for aggressive action on the part of all forces toward the elimination of this grave danger in our growing democracy. Immediately following the conference held in San Francisco, at-

**THE REMOVAL OF ILLITERACY** tended by delegates of the 11 Coast and Western States, there was held in Chicago a similar conference for the 14 Middle States. Before leaving for this conference, the Secretary, in response to a request from the Associated Press, wired the following statement, which epitomizes the situation, so far as the existing conditions and the need for action are concerned:

"The extent of illiteracy the country over is not generally understood. This condition exists, not only among the foreign born, but among native born men and women. A literate America means economic independence, industrial progress, and social security. Only as we wipe out the stain of illiteracy can we hope to perpetuate American institutions and national ideals. Dollars spent in the campaign now will yield thousands to posterity and bring happiness and contentment where now is ignorance and turmoil. Illiteracy can be eliminated, not by many words, but by concerted and aggressive action."

Preceding the San Francisco meeting, there was a conference held in New York. A fourth will soon be held in the South. These four regional conferences, comprehending each State in the Union, will have a marked effect in securing much needed action. The National Education Association and its Committee on Illiteracy, of which Cora Wilson Stewart is Chairman, are responsible for a most timely awakening. Mrs. Stewart is the pioneer in the nation's campaign against illiteracy.

One of the most gratifying features of the entire series of conferences is the splendid spirit of co-operation shown between all agencies—civic, social, fraternal, educational. It seems to be generally recognized that the problem of illiteracy is one that affects the entire body politic. Responsibility for its elimination should not be thrown upon the schools only. Women's Clubs, Parent-Teacher Associations, religious bodies, the American Legion, Rotary Clubs and similar organizations—these and a host of others freely offer to co-operate with the educational forces in a determined fight to remove illiteracy. Each State is adopting a slogan, setting the date, at which time there shall be no illiterate person within its borders. The more ambitious States give from one to two years as the limit. Others place the time as far in advance as 1930.

Effort is being made to secure from the Government at Washington the names of all those adults in each State, county and precinct who can neither read nor write. Until this can be done, it should be the duty of every teacher in the Nation to determine at first hand whether in her district there are any adult illiterates, and, if so, list the names and addresses of every man and woman who cannot write or speak the English language. This method will soon secure the desired results.

A. H. C.

# School Music Symposium

## SOME CAUSES FOR CONGRATULATION

MRS. AGNES RAY,

Member State Board of Education, California

THE advent of "The Music Number" of "The Sierra Educational News" marks an epoch in music in California and music study in the public schools of the state. After many years of argument with educators regarding the cultural and disciplinary values of music in the public schools and the necessary training therefor in Normal Schools, it is nothing short of startling to find the official organ of the teaching body of the state devoting an issue to this subject. We seem to have arrived at that milepost where debate is over, personal prejudice swept aside, public demand heeded, and music recognized as a serious and worthwhile study.

California is and has been in advance of many states in its attention to music. An Oakland teacher of piano, speaking of a pupil recently arrived from a state in which music is not taught in the public school, said: "You have no idea how difficult it was to start one who knew nothing of lines, spaces, notes, time, rhythm—any of those things which California children have learned as they have English." Of course the teacher did not know that there are still benighted districts even in her vaunted California where the requirement of music is met by singing one song—any song—once a week, or not met at all; but wouldn't her statement be worthy of pride if it were true for all the children of the state?

But while some public schools of the state are derelict in the matter of music, California may congratulate herself on the progress of recent years. Not a half-dozen years ago it was possible to graduate from Normal Schools of California without qualifying in music. (Even now we are told that "excellent teachers are in training in our Teachers' Colleges who are tone deaf—absolutely tone deaf, who should not be deprived the privilege of teaching." Teaching what—the curriculum of Section 1665? In the interest of public school children would it be too radical to provide that diplomas, certificates and degrees for teaching granted in California, state plainly the subjects holders are qualified to teach? Possibly the general retardation and repeating in our schools might diminish materially, and fewer children pass from the elementary schools without a knowledge

of music.) Today the Teachers' Colleges of the state maintain definite required courses in music for the regular teachers, and in addition offer courses for the preparation of special teachers and supervisors of music.

California may congratulate herself on the free music texts of the public school. Time was when a tiny semicolon in Section 1665 was permitted for four years to obstruct placing these texts in the schools. But the Legislature finally eliminated the semicolon and now each pupil in the public schools of the state has his music reader—even those pupils who sing but one song per week, or do not sing at all. (Please do not remove the books, only supply a teacher to use them.)

Another cause for congratulation: Until recently music was considered at most merely cultural and recreational—not vocational. Now we are noting the part music plays in public gatherings, in churches, theaters, concerts, parades, conventions, political meetings, et cetera—few programs being complete without some music—band, orchestra or voice. We are considering the numbers of people in these assemblies demanding music and considering the army of persons whose business it is to supply the music. We are computing the number of composers and performers on the programs; the artisans and craftsmen responsible for the instruments in use—pianos, organs, phonographs, wind and string instruments, printed music; the jobbers and salesmen who must intelligently sell the instruments; the scores upon scores of teachers necessary to instruct composers, singers, players, makers, sellers. Then, since Americans think largely in terms of money, we are calculating the hundreds of millions of dollars annually expended in the United States in developing and appreciating music, and with the hard common sense for which we are noted, we are recognizing music as a public demand and considering practical and advantageous means for meeting the demand. Today, public school administrators are recognizing that the combined expenditure of human effort and millions of dollars creates vocational opportunities worthy of serious consideration in public education. They are remembering the aim of education as individual effi-

iency in group relationships of living and the public school as the chief agent of education, and noting a public demand for which education should provide training. May the good work go on until the public schools train for vocational music as definitely as they do for dressmaking and shop mechanics.

One last congratulation: California is favored by the gods for developing here a Mecca for musicians and a great school for training more musicians. With a wonderful climate, inspiring landscape, sufficient wealth, she may with reason look forward to one day leading the world

in music. A program for that accomplishment should include a music training for every child, adequate training for teachers and vocations in music, regional state music festivals (the state must foster such but is too large to secure state representation in any one region), securing for California a regional branch of The National Conservatory contemplated by the bill now before Congress.

California is in sight of the promised land. May she have the wisdom to go forward and possess it.

### MUSIC DEPARTMENTS IN Bulletin, 1921, No. 33. U.

**T**HE music sections of the 45 California libraries reporting indicate unusual interest in and attention to the subject. Eight persons devote their entire time as music librarians, while 22 others give their time largely, in addition to the customary help of the library staff. Orchestral scores and chamber music are found in an unusual number of libraries. The policy of the libraries seems to be influenced about equally by public request and institutional character. Gifts of library material are proportionately rare, and most of the acquisitions are by purchase, under expert guidance. Four libraries report opportunities for serious musical study; 21 libraries use special bulletins, newspaper, and other publicity; 8 report an annual appropriation for music department use, amount not specified. Other annual expenses are tabulated herewith. Seventeen libraries report increasing interest in music, four stationary interest, and one decreased interest since the war. Sixteen libraries favor additional outlay for music and books, believing the present supply inadequate, while four libraries would add player rolls or records. In 11 cases this is dictated by patrons' wishes, and in five cases by library policy. Pianos are available in three libraries and phonographs in four. Fifteen libraries have an interlibrary loan system for music, and two furnish "traveling" libraries. Two have lectures (in one case weekly), and both libraries pay for these lectures or recitals.

The Los Angeles City School Library makes a specialty of music and musical literature for public school use and issues a list of book helps in biography, opera stories, and kindergarten songs and games; 2500 teachers draw steadily upon this collection, which has an annual appropriation of \$200 for books on music, records, etc. The aim is to supplement the

### CALIFORNIA LIBRARIES

#### S. Bureau of Education

classroom work in music; to this end the records and material are very thoroughly classified and listed in every school building. The plan is regarded as very successful and satisfactory.

The Los Angeles Public Library has 2388 books on music in its main library and branches, with 3537 bound volumes of music. The object has been to acquire a well-balanced collection, without specialties. No record is kept of users of the books on music, but 23,833 scores were loaned last year. The allowance this year is \$300 for music and \$100 for books on music.

The Los Angeles Public Library has made an innovation by advertising in a local music magazine, the advertisements being cleverly written and inviting. The monthly bulletin for December, 1914, describes the plans and operations of the music department, with a considerable list of recent additions. The sound-proof music room, with player pianos, may be used regularly by clubs according to appointment. Local musical affairs are bulletined in advance, with mention of material in the library. The quarterly bulletin for October, 1916, prints a carefully selected list of books about music.

The Oakland Free Library, with 325 volumes on music and 950 bound volumes of music, has also about 7500 copies of anthems and cantatas, which are circulated to church choirs. For the year closing June 30, 1917, 76 churches took 1357 titles and 24,331 copies under this unique arrangement. A separate booklet gives the contents and rules for borrowing material from this collection, known as the Vesper Collection of Church Music, from its founder, Mr. O. M. Vesper. A 39-page list of this music was published in 1914.

The Chaffey Library, at Ontario, has 120 books on music, 125 bound volumes of music,

and 100 records, evidently well chosen. A special bulletin of this material is published to stimulate high school and general interest in this department.

The Pasadena Public Library has 1000 volumes on music and 980 volumes of bound music. Special attention has been paid to the collection of piano music and operas. The library reports music as one of its most popular departments.

The Pomona Public Library tried the experiment of giving each music teacher in the vicinity a list of musical works and offered to keep these lists up to date, but none have ever been returned for this purpose.

The A. K. Smiley Public Library, at Redlands, has 350 books on music and 600 bound volumes of music, particularly strong in vocal scores of operas; 70 chamber music works are represented. There is an annual appropriation of \$50 from the library funds for the music department. An 8-page catalogue of the musical material was published in December, 1913.

The California State Library, at Sacramento, supplements all the other libraries of the state. To this end it is desired to build up a fine collection of scores, records, and player rolls, as well as musical literature, and to loan this through the other libraries. As yet the musical collections are not large, but plans for a new state library building include a music room, and by the time the building is ready it is hoped the collection will be available. Two pamphlets published by the library explain the county free library system now in use in California.

The music alcove in the San Diego Public Library is practically a new undertaking, though it contains 1500 books. The bound volumes of piano music are arranged according to periods and nationalities. There are also special collections of folk song and church music. Annually \$100 is taken from the book fund for music purchases; 2000 persons now use the music collection annually, and the interest is increasing. The library notes the use

of the music collection by music teachers and appreciates their requests and suggestions.

The San Diego High School Library and school authorities believe in stimulating intelligent musical appreciation on the part of every student, and emphasize the cultural rather than the technical work. The high school has an elaborate four-year course in musical history, and after the first year the study is largely by assigned reference reading instead of textbooks. The library of 250 books on music and 400 records is largely selected in accord with this plan, and is patronized by an average of 25 scholars for every day in the school year. There is a liberal appropriation for books and records; music is not purchased for the library.

The San Francisco Public Library has a music room, with an adjoining sound-proof piano room. Two attendants devote all their time to the music collection, which includes 1500 books on music, 2124 bound volumes of music, and 2000 unbound pieces. About 35 per cent of the music books are in German or Italian. The collection is strong in piano music and vocal and instrumental scores of operas. There are 100 orchestral scores, and about 100 chamber music works. The library has a valuable collection of Spanish music, and many early and rare editions. About \$500 is spent annually on music, and about \$600 on books on music. In 1915-16, 6969 borrowers used the music collection, and the following year this number increased to 9259, no count being kept of readers who do not take books out. The use of the music department, as compared with the entire library, was 2.84 per cent for 1915-16 and 3.46 per cent for 1916-17. There are weekly lectures, as a university extension course, under the auspices of the University of California. The department is brought into touch with all musical events in the city. Programs are obtained in advance and filed, musical magazines are indexed, and articles of interest to readers of the department are clipped from the daily papers.

## MUSIC IN THE ST. LOUIS PUBLIC SCHOOLS

E. M. HAHNEL,  
Acting Supervisor of Music

**I**N reply to your letter of January 31st, I am enclosing an answer to the request which you made for the work that we are doing in the St. Louis Public Schools.

All grade teachers in the St. Louis School System are given a thorough course in the fundamental methods of teaching school music,

besides practice in planning and teaching at the Harris Teachers' College. All work required from teachers as outlined in the course of study is carefully studied. Every teacher in the school system has a teacher's manual besides the course of study.

Wherever the departmental plan has been

adopted, teachers, who have specialized in music, are given charge of the music for several grades.

Special teachers are also in charge of the music work in the Junior High School.

At each Senior High School a supervisor of music has complete charge of all activities pertaining to music. Chorus singing is required for the first two years of every student without credit, but if chorus is elected for the third and fourth years, one-half credit toward graduation is allowed.

Credit is also allowed students for outside music work if the required work is done satisfactorily. A possible four credits out of 16 required for graduation may be obtained for music work.

A Music Art Course is offered which majors music during the high school period.

Every high school has a boys' chorus and a girls' chorus and a junior and a senior orchestra.

Harmony and appreciation classes are also formed whenever enough students ask for the work.

Music appreciation is outlined from kindergarten through the eighth grade. The work in music appreciation is optional and supplementary to the regular music course.

There are 72 elementary school orchestras, organized and conducted by teachers.

Extension classes for teachers, who wish to learn to organize and conduct school orchestras, are given at the Harris Teachers' College.

There are 45 violin classes in the schools, where groups of 15 to 20 children are taught how to play on the violin. Wherever orchestras and violin classes are held during school hours the board supplies a special supervisor to assist at regular intervals.

The Seashore tests are being given in some schools and classes are graded into accelerated, normal and retarded groups. Indications are that this grouping is very satisfactory. Children applying for instruction in violin are also given the Seashore tests, thereby eliminating many who do not have the necessary qualifications.

Supervision is conducted according to the special needs of a school.

## WHAT THE KERN COUNTY FREE LIBRARY IS DOING FOR SCHOOL MUSIC

JULIA G. BABCOCK, Librarian

**I**T was soon after Kern County Free Library began its work with the schools that the desirability of having music records for circulation manifested itself. The library was furnishing maps and globes to schools as a part of their permanent equipment, it had stereographs and slides for their use if they desired them, why not take the next step and furnish music records for their phonographs? The need was so apparent that it was quickly decided to undertake this new form of service. It was determined that the library would buy only music that was worth while, regardless of any demand that might be made for the merely popular. This policy has been adhered to strictly. National songs and patriotic airs, folk dances, marches, some of the operas, vocal selections and instrumental compositions by great artists have been purchased. It was not long before we found ourselves trying to fit folk dance records to the folk dances of the books, and threatened mental derangement was averted only by duplicating both records and books sufficiently to have some of both on hand to meet the hurried calls. Records are loaned not only to schools, but also to branches and to individuals.

In order to house the records properly, a

cabinet was purchased in which they are filed according to class. A device consisting of a series of canvas pockets fits into each drawer and lessens the danger of breakage. A card catalogue consisting of entries for titles, artists and subjects is filed in a shallow drawer at the top of the same cabinet. Records adapted to special days as, for example, Christmas, are so arranged as to be found readily. They are filed in general according to subject.

One day there came a letter from a remote little community in the desert asking if the library maintained a player piano music exchange similar to that for music records. The letter further stated that they were thinking of buying a player piano, but that if there were no way of securing music rolls, they would buy a phonograph instead. The library was not giving this service at the time, but there was no reason why it could not do so, and therefore, a favorable reply was given to them. The piano was purchased, and the library bought a number of rolls and sent them to this place. The first were for a school program to which the public was invited. Then the school house became more and more a community center, and on Saturday nights neighborhood dances were held, so dance rolls were sent. Thus the work

went on, with songs and marches for school use, and varied selections for community use. The demand for the player piano rolls is not as great as for music records, but the collection will be added to as needed.

When the "Bubble books" were published, our hearts were completely won by the quaint little rhymes set to music and so clearly enunciated that a child may stand by the side of the phonograph and listen to what "the man is saying" and follow the words in the book. The possibilities for these charming little volumes are double for there is the interesting story on the page and there are three diminutive records in each book repeating the principal themes.

There are in the library at this time 328 books in the adult department on music, some of which are bound volumes containing scores. In the children's department, there are besides the "Bubble books," 141 books of music and music appreciation, and in the school department there are 1290 song books of various titles. Of this number 720 are books which have since we purchased them been adopted as state text books; but many of them are still in use, and are frequently in demand for community singing. In so far as the school work is concerned, this library is working in close co-operation with the supervisor of music in the county schools.

Aside from additions to those departments already established, the next step will be to put into the library sheet music for circulation. This we expect to do as soon as it may be possible.

Of the forty-two active county libraries in the state, thirty-two are circulating music records. Six of the same county libraries and one other which does not circulate records have sheet music for circulation. In one county library the records are graded so that they will correlate with the work which the children are doing in the various grades. In another county, the county librarian, the county superintendent of schools, and a representative of one of the phonograph companies are planning to make a tour of the schools of the county, and to demonstrate in each how to secure the best results from the records. In most counties one or more books on the appreciation of music are sent with the records.

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Many teachers and students will be gratified to know that there will be offered at Berkeley during the Summer Session a course in the "Psychology of Musical Talent." It will be conducted by Esther Allen Gau of the State Teachers College, San Francisco.

## MUSIC IN THE ELEMENTARY SCHOOLS OF SACRAMENTO

MARY E. IRELAND, Supervisor

**I**N the Sacramento Elementary Schools the supervisor of music or one of the two assistants visits the regular class rooms about once in three weeks. Sight singing is begun in the second grade and continued throughout, with three and four part chorus work in the upper grades according to the voices in the individual classes.

School music is closely linked with the music of the community through the active co-operation of the Parent-Teacher Associations, the Music Teachers' Association, and the Community Service work; and the elementary schools frequently send their share of bands, orchestras or choruses when various musical organizations unite in such concerts as the recent Thanksgiving Song Festival, Benefit for Music Week, and Music Week itself.

Instrumental classes of three to six pupils during school hours, and bands and orchestras before and after school, are conducted by two women who give full time to the work and two men who divide their time between grades and high school. Two hundred children are enrolled in the classes for wind instruments, 315 in the string classes, 150 in the small orchestras, 75 in the bands and about 60 in the combined orchestra.

Children purchase their own instruments and instruction books, the city furnishing band and orchestra material and a few of the larger instruments. (The city owns instruments costing about \$900.) Violin pupils begin with a series of studies by our own teachers, work through the First Mitchell Book and such studies as McIntyre's "Ten Melodies From Song Land" and Kearn's "Six Recreations," continuing later with Kayser Violin Studies, Reese's "Book of Positions," and Ditson's "Classical Collection." Other instruments use Mitchell Method or Langley.

In all the work, either vocal or instrumental, the object is not the making of musicians but rather the fitting of music into the lives of the boys and girls and through them into the home and community, believing that an appreciation of good music uplifts both individual and community. Children are not barred from the classes because they do not seem to be particularly "talented" or because they have no "ear for music" but are encouraged to see what honest effort and perseverance will do for them. The result has been that even so-called monotones have found the use of their singing voices

through the violin work, and the so-called "bad boy" has found an entirely different outlook on life in a number of cases. We are undoubtedly uncovering some real talent but the primary object is the making of better, happier, keener boys and girls through music.

### AIMS AND EQUIPMENT FOR MUSIC IN FRESNO SCHOOLS

**EARL TOWNER, Supervisor**

**M**MR. COOPER has turned your letter over to me for reply. I scarcely know what we are doing in Fresno that is distinctive. We are just plugging ahead and trying to teach music in the best manner we know how.

We are each year pushing the private instrumental instruction down further in the grades, on the principle that the youngsters ought to get their start as early as possible in life. This work is done only by experts; as witness Mr. Santa Emma, one of the best cornet players in the world—played with the biggest organizations in the country—who handles the brass work; Mr. Will Hays (no relation to the ex-Postmaster-General but just as good in his line) from the San Francisco Symphony Orchestra, who with three other teachers handles the string teaching; Miss Mary Orr and Miss Lyllis Daugherty in the Theoretical Department, etc.

If there is one deficiency in all music teaching in this country—not in the school room alone but in every branch of professional music teaching—it is in the way we neglect to give the young idea any idea of rhythm. The country over this is true. Students cannot even count time, let alone have any conception of the larger rhythmic groups. This we are setting about, in our small way, to remedy. We are emphasizing time counting; we require a certain amount of Solfeggio (rhythmic singing) for all members of ensemble classes and we are getting into the elementary course of study with this additional time counting and less sight singing, which, paradoxically, produces better sight singing.

In this connection I recall a remark of Mrs. Sweesey's at the last Supervisors' convention. We discussed for half an hour some details of sight singing. Finally she got to her feet and said, "All your problems are rhythmic problems; teach the children to count time and your sight singing troubles will disappear." "Bravo," from my corner of the house.

We give all the usual courses. Mr. Cain does the chorus work only. Miss Coffin looks after the first six grades, the Harmony and Music

History classes are full and we have a few orchestra and band instruments owned by the schools, as well as a good music library.

### MUSIC IN THE JUNIOR HIGH SCHOOL

**ALICE ROGERS,  
Supervisor of Music, Santa Monica**

**I**N response to your request for an article on some special phase of music education in the Santa Monica public schools, I have chosen Music in the Junior High School.

First, because a new Junior High School is in process of construction in Santa Monica, and creates special interest at this time in this period of development.

Second, because it is the opinion of the writer, that, since the establishment of the Intermediate School, the music in the seventh, eighth and ninth grades has in many instances suffered materially, through lack of time given to the subject and lack of an adequate teaching force. Music in the Junior High School is in process of evolution and, therefore, needs special consideration.

The following schedule shows the amount of time given to the various phases of the subject in Santa Monica, all 45-minute periods:

#### MUSIC IN THE JUNIOR HIGH SCHOOLS **Required**

7th and 8th grades—four periods weekly.

Two-weeks' cycle

- (a) Sight Singing, 5  
and  
Interpretative Song Singing.
- (b) Elementary Theory, 1
- (c) Listening Lessons, 2

#### **Elective**

(A) 9th Grade

- (a) Sight Singing, 4  
(weekly) and  
Interpretative Song Singing.

- (b) Elementary Theory, 1
- (c) Listening Lessons, 1

(B) Special Organizations

(Elective in 7th, 8th and 9th Grades)

(1) Vocal

- (a) Male Unison Chorus, 1
- (b) Boy Soprano Chorus, 1
- (c) Girls' Soprano Chorus, 1 period  
weekly.

## (2) Instrumental

- (a) Orchestra, 2 periods weekly.
- (b) Violin Class, 2 periods weekly.

All the special organizations are given time during school hours.

The "Special Choruses" are a new feature this year, their purpose being musical interpretation and good tone production.

Assembly is held each week, during which some time is given over to a "Practice Sing" by the whole school, for which special individual song books are provided.

Next year it is planned to give five forty-five minute periods weekly to all seventh and eighth grade classes, five periods to orchestra, and to offer class instruction in piano and the various instruments of the orchestra.

We hope also to require some music of 9th grade students (9A's at least) so that they may take a more active part in the singing of the school as a whole, and be better prepared to do their own class singing at graduation.

### ORGANIZATION OF MUSIC INSTRUCTION IN BERKELEY SCHOOLS

**VICTORINE HARTLEY, Supervisor**

YOU have asked me, as Supervisor of Music in the Public Schools of Berkeley, to write concerning the "outstanding features" of music in our department.

If the "all-embracing aim" of education is to be the realization of self in its relation to the social group; if the child is to be led out to his highest efficiency avocationally, socially, morally, vocationally and physically, that he may "meet and discharge" his responsibilities to himself, his home, his community, his nation, there should be no "outstanding features" in any educational system. Therefore, as we of our department knew none, we asked the question of a frequent visitor of school music about the Bay. The answer came, "Without a doubt, the deep love for music, the keen appreciation of it, and the evident joy of participation in it are the 'outstanding features' in your Music Department. Such, however, should be the results in public school music."

We have a united corps working under one course of study. We try to realize that there are the "three kinds of artists: the one who creates, the one who interprets, and the one who listens." We strive to meet the needs of all three. We give the tools that are necessary to better creative and interpretative work and

to place all in an atmosphere of highest enjoyment. To this end, we work with the individual in voice and instrument for his special needs; with the class and school for a unity of spirit and purpose; and are ever ready to render service to our community.

Every pupil is enrolled in vocal music. In the Senior High School there is a weekly assembly. Besides this, there are daily classes of two mixed choruses, one boys' glee, one girls' choral, a normal training class, and a special voice class; one band and two orchestras; classes in harmony, history and appreciation, musical form and analysis, and orchestration—each of which receives one credit a year, as do other subjects of the curriculum. In our Applied Course, credit is given for piano work done under approved private teachers.

When seven per cent of the pupils of our Senior High School have chosen music as a life's work, we have reason to believe that we, at least, are meeting the vocational needs.

In following a systematic plan from the kindergarten, on through the elementary, junior and senior high schools, meeting, presenting, developing, drilling upon problems of rhythm, tone with a wealth of beautiful songs, opportunity in instrument work, and a list of Victrola records, we are able, in a measure, to develop a "deep love for music, a keen appreciation of it, and an evident joy in the participation of it."

### WHAT THE SAN DIEGO SCHOOLS ARE DOING IN MUSIC

**MYRTLE BLEWETT, Supervisor**

YOUR letter, in which you ask for a brief report of the music situation in the San Diego schools, was received a few days ago. Our kindergarten and primary teachers are making a great effort to reach every child through beautiful song work.

Sight singing is emphasized in grades three to seven, and a creditable degree of power is being attained in this phase of the work.

The boys of our seventh and eighth grades sing and love to do so. This has largely come about because our boys are organized into choruses, have material they like, and are under expert teachers who understand boys.

In the grade schools, free class instruction is given on the violin and over three hundred children are enrolled.

The grade and high school orchestras are handled by an expert who is getting splendid results. At the high school the advanced or-

chestra of fifty players gives at least two public concerts during the school year. Beethoven's Second Symphony was given at the last program. The orchestra is one of the most popular and prominent of school activities.

Chorus, glee clubs, and courses in theory, harmony, music history and appreciation are offered and full credit is given for all music work.

The San Diego Evening High School has also succeeded in developing courses in music which have attracted a large number of pupils throughout the city.

Much remains to be done, but we feel that the work is growing and many children are being given the opportunity to study music which would be denied them were it not for the public school.

### NINE YEARS OF MUSIC IN SACRAMENTO HIGH SCHOOL

**ELLEN HUGHES,**  
Director of Music in Secondary Schools,  
Sacramento

THOSE who are members of the high school at present have come to regard the music department merely as a part of the many opportunities offered and do not realize that only a few years ago there was no such organization as the Orchestra and Glee Club. It was a task demanding much effort and no little ingenuity to provide for the many expenses and the unexpected difficulties of the first four years. The Board of Education bought a grand piano but their generosity perforce could go no farther.

The first year there were classes in sight reading and chorus only. After much preparation, the first entertainment put on by the department was given and proved a pleasing success. Several hundred dollars were cleared, and this sum purchased a bass viol, drums, orchestra bells, and music, also paid for some lessons given its members.

The second year added a course in Music History. Another entertainment given netted large profits. Two hundred dollars were spent for new music. The Victrola was purchased, with \$300 worth of records. This year also saw the initiation of the band for which 25 instruments were bought and a bandmaster paid for two years' instruction.

The third year came another course, that of Music Appreciation. In the spring of this year our first operetta was put on at the Clunie, and with the money thus realized music, records and instruments were again purchased.

During the fourth year the first class in Harmony was opened to students and many responded. A second operetta was given and with the profits from this and the money from the Shakespearean Festival, more records were purchased, and music for the Glee Clubs.

In the fifth year the department was not only well equipped but well established, with music history, harmony, and sight reading placed on the same basis as any other solid in school receiving credit for graduation. The Board of Education gave material assistance by appointing a second teacher, and supplying music for the various organizations.

The sixth, seventh and eighth years were filled with hard work and most gratifying results, and the present year promises to be as successful as previous years have been. There are seven teachers in the department, with the following courses offered: Sight reading, ear training, music history, harmony, voice, music appreciation, and a one-year preparatory course for students entering Normal; Glee club, chorus, band, orchestra, piano, and credit for applied music, also lessons on all band and orchestral instruments.

The Music Department aside from taking an active part in all school activities has earned and spent on equipment over two thousand dollars. We include among our possessions a splendid library of Victor records, a set of tympany, three pianos, an organ, and a number of orchestral instruments.

As a recognition for splendid work accomplished we have received from several outside sources, many substantial gifts, including scholarships, student tickets to one of our leading musical organizations, and sums of money.

This is particularly gratifying, as our aim has always been for quality and not quantity.

### MUSIC IN THE ELEMENTARY GRADES

**KATHRYN E. STONE,**  
Supervisor, Los Angeles

PUPILS of the Los Angeles Elementary Schools are receiving training in voice, and in the fundamentals of music, which includes a working knowledge of the same, also in the art of listening.

Regular lessons, to teach the child how to listen, are presented with the aid of the phonograph, through the eight grades under our supervision. While the mechanical instrument offers much in education, yet to be of the highest value, this work should be supplemented

by concerts, that the child may appreciate the real art, and that he may more fully realize that school music is not a thing apart from the world's music.

This year, besides the usual four excellent Philharmonic Orchestra concerts, so generously given to our schools by W. A. Clark, Jr., several hundred glee club pupils have been invited to each of the eleven choral concerts given by the Ellis, Orpheus and Lyric clubs of our city. Four Ampico concerts in which a lecturer and several artists participated, have also stimulated music appreciation.

National Song Week, February 19-25, was observed in the usual way. Intermediate and grammar grade pupils were assembled in school auditoriums, or perhaps neighborhood schools came together to participate in community singing. Songs were chosen from a list of twenty we believe every child should know. Short patriotic addresses by pupils, concert recitations of Pledge to the Flag and The American's Creed constituted the hour's program.

In conclusion, our ultimate aim in music is to lead the child to love, to know and to appreciate music in as many forms as possible, that he may have a big, broad interest in the subject and thus enrich his life.

### MUSIC IN THE SANTA BARBARA SCHOOLS

**MARY L. OVERMAN, Supervisor**

IT is very gratifying to hear that we are to have a special music number of your magazine. I anticipate great benefit from it for all the state, knowing what devoted and distinguished workers there are in the field of public school music in California.

In Santa Barbara we have become thoroughly adapted to the progressive method and course, and I believe in general our local conditions will not differ greatly from those in other places. The time allowed in Junior High and Elementary grades is 75 minutes a week, including, as a rule, supervisor's time and assembly singing.

An orchestra in every grammar school is an unrealized ideal here, but we are working toward it.

A feature of our course which may be distinctive is the use of the local Spanish-American folk music. We are indebted to Mr. Arthur Farwell, for two years director of a community

chorus in Santa Barbara, for his personally collected songs of Spanish-American origin, and for charming and faithful translations from his own pen and that of Mr. Charles Lummis. Mr. William J. McCoy's published transcriptions of such folk music are also used. Other songs secured from Spanish-speaking residents and verified in the homes of the children have been taught in the original tongue. The charm and success of such music, both with teachers and pupils, have been proved. I can heartily recommend such use of native music to any teachers working among children speaking a foreign tongue. The sympathy and appreciation involved prove a winning force in creating a musically human atmosphere. The Spanish-Californian songs are correlated with the early history of California, and in Junior High School and High School with the study of the Spanish language.

### ELECTIVE MUSIC IN THE LONG BEACH HIGH SCHOOL

**BERNICE BEAL**

TEACHERS visiting Long Beach High School are impressed with the completeness of the music course, its tangible results, its systematic organization of classroom material, the fact that it is entirely elective and yet numbers nearly 1000 students.

First are the chorus and three glee clubs, the band and orchestra. These organizations do much public work, the finest achievement being an opera given annually by glee clubs and orchestra. Last year's production was "Robin Hood."

Next are the classes in piano, violin and voice. There is no tuition and pianos are not required, as provision can be made for some practicing at school. Applied music provides credit for private lessons.

Finally come the academic subjects: sight singing and two years each of harmony and music appreciation. Harmony aims to develop good taste and independent writing, based on an understanding of scientific principles, rather than blind obedience to rules. Appreciation embraces everything that may be found in music history. It teaches the elements of music, styles of composition, folk and art song, oratorio, opera, the pianoforte and its music, development of the orchestra, and famous composers, compositions and performers.

This school provides amply for the average need. Nothing reasonable is omitted.

## MUSIC COURSES IN THE UNIVERSITY OF CALIFORNIA

**E. G. STRICKLEN,**  
Chairman Department of Music

I AM greatly interested in your plan for a special "Music Number" of the "Sierra Educational News," and very gladly respond to your recent request for a statement about the work in music in the University.

Our work here, as you probably know, does not include courses in instrumental or vocal technique, as part of the regular course of studies, although such courses are offered by private teachers, under the care of the Extension Division.

We are concerned here, at present, with the fields of theory of music and composition, history of music, and the various forms of applied or ensemble music represented by courses in orchestral and band playing, chorus singing and chamber music.

Grouped around the theoretical courses, are a set of courses by which a student may select music as his subject of chief interest throughout his four years of college work. These may be followed by a graduate year, leading, according to the plan chosen, to the degree of M. A., the state certificate as a teacher for the High School, or to both.

A certain encouraging proportion of people with creative talent is generally with us in this department, the yearly composition of the music for the "Parthenia," scored for full orchestra by the composers, being a significant phase of our student activity.

Even more significant to me is the steady improvement in the standards and musical scholarship of our students, each freshman class marking a distinct advance, upon which further progress is made in college work. I feel that this department is indebted for such encouraging phenomena to the rapid spread of good music-teaching in the High Schools, and to the admirable results obtained by our colleagues there.

## MUSIC IN EDUCATION, MILLS COLLEGE

**LAURETTA V. SWESEY**

DURING the phenomenal growth of Mills College in the past six years the School of Music has kept pace with the academic departments. While in 1916 there were four instructors in the department, there are now fourteen.

The Department of Music Supervision and

Theory have been developed and are still growing. Under the able leadership of William J. McCoy, director of the Theory Department, our talented students have attracted professional interest by their compositions, closing the year 1921 with a composition concert at Hotel Oakland. At that time Mrs. W. H. Mills of San Francisco gave a prize of one hundred dollars for the best composition and five hundred dollars to another student to continue a fifth year.

In 1917 Mills College arranged a plan whereby students were permitted to make music a major as they might any other subject, leading to the Bachelor of Arts degree. This plan was recognized by the State Board of Education, and secures for the student a Special State Secondary Certificate in addition. Provision was also made for a three-year course leading to a secondary certificate without the degree. The School of Music also grants the degree of Bachelor of Music.

In the spring of 1921, Dr. Hollis Dann of Cornell University, now State Music Supervisor of Pennsylvania, visited our music department, selecting two of our graduates to teach in a State Normal School in Pennsylvania. At this writing he is communicating with the department regarding another Mills graduate for the coming year.

Space does not here permit of a detailed account of our classroom procedure of Music in Education, which critics pronounce unusual.

## TRAINING MUSIC TEACHERS

**EDWARD L. HARDY,**  
President Teachers College, San Diego

I HAVE your inquiry of January 31st relative to notes on music for your special music number. We feel that we have made great progress in music at this institution under the leadership of Miss Grace Gail Giberson, who came to us in September from the department of music in the State Normal School at Eau Claire, Wisconsin, after a summer of work for the University of California at the Southern Branch in Los Angeles.

In addition to the regular teacher-training work, as required by the State Board of Education, Miss Giberson has created organizations among the college students that have shown really remarkable development. These include the Treble Clef Club, of women's voices, the Choral Club of men and women and the men's Glee Club, supplemented by a college orchestra and a training school orchestra under the direction of Mr. Chesley Mills. In the

training school extra time has been given for work in appreciation, so that on certain days some of the grades have two music periods. Credit is given in the college for music on the same basis as for other subjects. In the spring we propose giving a finished program of music at one of the principal theatres in the city to show in review the work of the year, beginning with the training school children of the primary division, and ending with the work of the college organizations. Every student who did have music in High School is required to take "coach class" music, and all are required to take the course in methods.

Note particularly that we expect to offer an unusual opportunity to elementary school teachers in public school music, through courses to be given by Miss Ida E. Fischer, of the College of the City of New York. Miss Fischer was with us last summer, and made a notable impression upon teachers who took her courses.

### PITHY SUGGESTIONS ON REGISTRATION AND PLACEMENT BUREAU

1. Where to write or call personally.  
California Teachers' Association,  
Registration and Placement Bureau,  
Flood Building, San Francisco.
2. When to register.  
Teachers desiring positions for the coming year should register **at once**. Write to above address for a Registration Blank. Fill out the blank and return to the Bureau (remember in the Flood Building, San Francisco). This will put you in line for early consideration for a position.
3. When to call for teachers.  
File **at once** your wants for teachers, both for the present term and for the coming year. Personal attention is given to each call for a teacher. A real effort will be made to find the teacher to fit **your** conditions. An early call gives the Bureau a better opportunity to find just the teacher to meet your needs. No fee or charge of any kind whatever is made for the service given employing school officials.
4. Are teachers registering now?  
By the dozens and dozens. Every mail is bringing its quota of registration blanks. These are carefully filed with credentials daily. Superintendents, High School Princi-

pals and other employing school officials are already calling to look over credentials. Register early. Better still—register **today**.

5. Must you pay a Registration Fee?  
Not unless you so elect. The Bureau offers two plans, the teacher to make the choice. Under **Plan One**, a yearly charge is made to cover office maintenance and expenses incident to compiling, copying and handling credentials. This yearly charge for primary and grammar school teachers is \$5.00; for high school teachers, all principals and supervising officers, \$7.50. Under Plan One a charge of 50 cents is made each time a member's credentials are sent. This charge of 50 cents is not made under Plan Two. Teachers selecting Plan One pay nothing more. The cost mentioned will be the only cost for the year 1922.
- Under **Plan Two** the teacher pays no registration fee, or fee for sending out credentials. Under Plan Two, the teacher agrees to pay a commission of  $2\frac{1}{2}$  per cent on the first year's salary, this commission to be paid on acceptance of position or after drawing the first or second month's salary, as the teacher may elect. Note especially that teachers selecting Plan Two pay no registration fees of any kind whatever, and pay nothing unless a position is secured. Note that the commission paid under Plan Two is paid but once. The Registration Blank gives full explanation.
6. A Final Word of Caution.  
There are bureaus and bureaus. Sometimes the names are so similar as to be confusing. If you desire the service of the Registration and Placement Bureau of the California Teachers' Association, here is the address:  
California Teachers' Association,  
Registration and Placement Bureau,  
Flood Building, San Francisco.
- If you are a teacher in California you should be a member of the California Teachers' Association.  
If you are a member of the California Teachers' Association and seek a position through any agency or Bureau, there is but one—the California Teachers' Association Registration and Placement Bureau—because this Bureau belongs to the members of the Association.
- Remember the location—Flood Building, San Francisco.

## NUMBER 16 HELPS THE ELEMENTARY SCHOOLS

By MARK KEPPEL,  
Superintendent of Schools, Los Angeles County

**T**HE tables given in connection with this article show the financial workings of Number 16, as it applies to the Elementary Schools.

The first table shows the average daily attendance for the year ending June 30, 1921; the amount that would have been apportioned this year per pupil in average daily attendance if the old law had been in effect; the amount that has been apportioned per pupil in average daily attendance under the new law, and the increased amount apportioned per pupil in average daily attendance in each county in the state.

The second table shows the number of statutory teachers allowed to each county upon its average daily attendance for the year ending June 30, 1921; the amount that would have been apportioned under the old law; the amount that has been apportioned under the new law, and the increase per statutory teacher under the new law.

The amount that would have been apportioned under the old law has been determined by finding the amount apportioned per pupil in average daily attendance in each county in the school year 1920-1921, and then multiplying that amount by the average daily attendance for the school year ending June 30, 1921. This method gives the exact amount, almost, that would have been apportioned to each county. The amount apportioned to each county under the new law is nearly the whole amount that will be apportioned for the current school year.

The increase in apportionment per statutory

teacher ranges from \$280 in San Francisco to \$357 in Inyo County. It should be borne in mind that the increase per statutory teacher is also the increase per teacher employed in those school districts where the number of teachers employed and the number of statutory teachers are the same. This is true for all schools of one teacher, and for most of the schools in districts that employ not more than six or seven teachers; but in districts that employ eight or more teachers, there are usually more teachers employed than are allowed by the statute, and this difference becomes increasingly more marked as the school population of the district increases.

The second table shows that the Elementary Schools received \$4,622,696.75 more money under the operation of Number 16 than they would have received under the operation of the old law.

The increased allowance to rural schools is more apparent in the first table which deals with the increase per pupil in average daily attendance, than in the second table, which deals with the increase per statutory teacher.

Thickly populated counties show the smallest increases per pupil in average daily attendance; sparsely populated counties show the greatest increase per pupil in average daily attendance.

It should be said that the two tables are not official, but that care has been taken to make them accurate.

The tables follow on next page.

## PRESIDENT HARDING ON FEDERAL AID

**T**HE Federal Government has established the precedent of promoting education. It has made liberal grants of land and money for the establishment and support of colleges of agriculture and mechanic arts, and in more recent years has made appropriations for vocational education and household arts. Without interfering in any way with the control and management of public education by the States, the Federal Government should extend aid to the States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.—*Statement made by Mr. Harding at Marion, Ohio, October 1, 1920, when a candidate for the presidency.*

TABLE 1

Counties.	Average Daily Attendance, 1920-1921	Apportioned per pupil in A. D. A. under old law	Apportioned per pupil in A. D. A. under new law	Increase per pupil in A. D. A. under new law.
Alameda	40,769	18.13	27.35	9.22
Alpine	28	46.06	79.76	33.70
Amador	1,034	23.82	40.90	17.08
Butte	4,114	21.03	33.00	11.97
Calaveras	910	26.88	45.91	19.03
Colusa	1,234	22.30	36.91	14.61
Contra Costa	8,114	18.48	29.37	10.89
Del Norte	402	22.74	41.33	18.59
El Dorado	888	32.68	52.59	19.91
Fresno	21,654	18.48	29.27	10.79
Glenn	1,755	22.02	37.31	15.29
Humboldt	5,065	21.24	35.44	14.20
Imperial	5,671	18.57	29.94	11.37
Inyo	875	22.42	40.76	18.34
Kern	8,981	20.16	31.42	11.26
Kings	3,768	18.92	30.73	11.81
Lake	712	27.00	45.43	18.43
Lassen	1,162	25.41	42.11	16.70
Los Angeles	113,280	18.22	27.49	9.27
Madera	2,323	21.58	35.22	13.64
Marin	3,213	19.66	31.26	11.60
Mariposa	342	39.12	66.47	27.35
Mendocino	3,404	24.15	41.16	17.01
Merced	4,237	19.94	32.05	12.11
Modoc	802	29.92	51.89	21.97
Mono	120	36.64	63.17	26.53
Monterey	3,827	22.85	37.04	14.19
Napa	2,272	21.20	36.11	14.91
Nevada	1,359	23.84	39.27	15.43
Orange	9,730	18.18	28.23	10.05
Placer	2,729	21.08	33.25	12.17
Plumas	649	26.17	46.82	20.65
Riverside	7,018	19.39	30.18	10.79
Sacramento	11,007	18.94	29.14	10.20
San Benito	1,196	22.76	39.49	16.73
San Bernardino	10,197	19.00	29.49	10.49
San Diego	12,894	19.71	30.39	10.68
San Francisco	43,481	18.19	27.15	8.96
San Joaquin	11,187	18.92	29.64	10.72
San Luis Obispo	3,335	22.82	36.45	13.63
San Mateo	5,529	18.62	29.19	10.57
Santa Barbara	4,722	19.87	31.46	11.59
Santa Clara	13,600	18.38	29.16	10.78
Santa Cruz	3,599	20.38	32.60	12.22
Shasta	1,980	28.61	49.66	21.05
Sierra	225	29.44	48.32	18.88
Siskiyou	2,956	23.84	40.99	17.15
Solano	3,797	20.17	31.98	11.81
Sonoma	7,711	20.69	34.30	13.61
Stanislaus	7,616	18.50	29.44	10.94
Sutter	1,310	21.81	36.82	15.01
Tehama	1,767	23.93	41.40	17.47
Trinity	297	35.76	61.33	25.57
Tulare	9,813	19.56	31.32	11.76
Tuolumne	1,094	23.59	39.52	15.93
Ventura	4,152	19.30	31.34	12.04
Yolo	2,179	20.81	32.86	12.05
Yuba	1,231	24.00	39.45	15.45
	429,316			

TABLE 2

Counties.	Statutory Teachers.	State School Fund as it would have been under old law.	State School Fund under new law.	Total Increase under new law.	Increase per statutory teacher.
Alameda	1,315.79	\$739,141.97	\$1,115,113.44	\$375,971.47	\$286.00
Alpine	3.00	1,289.68	2,233.28	943.60	315.00
Amador	53.39	24,629.88	42,294.84	17,664.96	331.00
Butte	166.00	86,517.42	135,782.64	49,265.22	297.00
Calaveras	33.50	24,442.60	41,781.60	17,339.00	518.00
Colusa	56.67	27,518.20	45,542.84	18,024.64	318.00
Contra Costa	285.21	149,946.72	238,269.64	88,322.92	310.00
Del Norte	21.00	9,141.48	16,613.52	7,472.04	356.00
El Dorado	60.68	29,019.84	46,702.88	17,683.04	291.00
Fresno	758.05	400,165.92	633,708.04	233,542.12	308.00
Glenn	81.60	38,645.10	65,473.80	26,828.70	329.00
Humboldt	222.00	107,580.60	179,509.40	71,928.80	324.00
Imperial	204.00	105,310.47	169,793.96	64,483.49	316.00
Inyo	45.00	19,617.50	35,665.00	16,047.50	357.00
Kern	342.00	181,056.96	282,149.56	101,092.60	296.00
Kings	139.77	71,290.56	115,774.68	44,484.12	318.00
Lake	41.37	19,224.00	32,348.12	13,124.12	317.00
Lassen	62.00	29,526.42	48,931.12	19,404.70	313.00
Los Angeles	3,678.05	2,063,961.60	3,113,847.80	1,049,886.20	285.00
Madera	101.07	50,130.34	81,806.48	31,676.14	313.00
Marin	121.63	63,167.58	100,434.88	37,267.30	306.00
Mariposa	30.15	13,379.04	22,732.92	9,353.88	310.00
Mendocino	177.00	82,206.60	140,103.04	57,896.44	327.00
Merced	165.16	84,485.78	135,780.12	51,294.34	311.00
Modoc	54.00	23,995.84	41,617.52	17,621.68	326.00
Mono	10.00	4,396.80	7,571.20	3,174.40	317.00
Monterey	176.50	87,446.95	141,766.52	54,319.57	308.00
Napa	101.75	48,166.40	82,039.72	33,873.32	333.00
Nevada	67.00	32,398.56	53,368.84	20,970.28	313.00
Orange	326.20	176,891.40	274,654.80	97,763.40	300.00
Placer	101.07	57,527.32	90,739.04	33,211.72	329.00
Plumas	39.00	16,984.33	30,389.24	13,404.91	344.00
Riverside	254.81	136,079.02	211,772.68	75,693.66	297.00
Sacramento	383.36	208,472.58	320,745.32	112,272.74	292.00
San Benito	59.34	27,220.96	47,230.96	20,010.00	338.00
San Bernardino	360.19	193,743.00	300,670.72	106,927.72	297.00
San Diego	472.00	254,140.74	391,775.44	137,634.70	292.00
San Francisco	1,391.00	790,919.39	1,180,669.56	389,750.17	280.00
San Joaquin	397.61	211,658.04	331,577.12	119,919.08	302.00
San Luis Obispo	151.00	76,104.70	121,574.60	45,469.90	301.00
San Mateo	193.00	102,949.98	161,418.04	58,468.06	303.00
Santa Barbara	180.12	93,826.14	148,560.72	54,734.58	304.00
Santa Clara	474.00	249,968.00	396,536.00	146,568.00	309.00
Santa Cruz	143.16	73,347.62	117,343.24	43,995.62	307.00
Shasta	127.00	56,647.80	98,324.80	41,677.00	328.00
Sierra	14.00	6,624.00	10,871.00	4,247.00	303.00
Siskiyou	153.00	70,471.04	121,170.56	50,699.52	331.00
Solano	147.63	76,585.49	121,170.56	44,829.23	304.00
Sonoma	325.37	159,540.59	264,463.36	104,922.77	322.00
Stanislaus	268.53	140,896.00	224,223.16	83,327.16	310.00
Sutter	60.00	28,571.10	48,235.60	19,664.50	328.00
Tehama	92.50	42,284.31	73,160.92	30,876.61	334.00
Trinity	24.00	10,620.72	18,213.72	7,593.00	316.00
Tulare	372.33	191,942.28	307,340.88	115,398.60	309.00
Tuolumne	54.33	25,807.46	43,238.44	17,430.98	321.00
Ventura	157.63	80,133.60	130,104.52	49,970.92	317.00
Yolo	87.48	45,344.99	71,608.04	26,263.05	300.00
Yuba	61.00	29,544.00	48,559.56	19,015.56	312.00
	15,474.00	\$8,252,647.41	\$12,875,344.16	\$4,622,696.75	

## THE HIGH SCHOOL DEAN OF GIRLS

RICHARD G. BOONE, Associate Editor

**S**TIMULATED by the United States Bureau of Education, there is projected, under the direction of Professor Romiett Stevens of Columbia University, a country-wide inquiry concerning the high school "dean of girls." An elaborate questionnaire is sent out to gather information. While it does not yet appear from available reports that any considerable number of schools offer this service under the name used, there is nevertheless not a little of the care exercised which the dean-ship contemplates. There does appear to be a growing conviction that, for various reasons, the problem of youth among high school girls is one that calls for more than group care. Due, in part, to our policy of co-education, the changed conception of the nature of education needed by the modern girl, the un-directed or misdirected standards of behavior in social life, the multifarious ideals, or lack of them, in the modern home, and the many courses offered students, there are numerous problems in any considerable school that call for the advice, and direction, or restraint, by one who knows them from the girl's point of view. Both boys and girls in secondary schools have noticeably more freedom and less rational oversight from both home and school than obtained a generation ago. There is, in most neighborhoods, more or less of self-government; less direction in the choice of study courses, and the organization of their individual school activities; great freedom in lesson preparation; engagement in almost unobstructed, certainly undirected, social relations, both within the school and outside; and even yet little guidance looking to the after-use of the years of training in the inevitable occupational life. It is apart from the present purpose to consider at length how this condition has come about. The crowded schools, the larger classes, the manifold courses and necessary options, the modern philosophy of child rights and the tempering of the former, and often severe, means of restraint, the apparently inextricable mixture of family conduct standards—all share in the occasion, if not the cause, of this freedom of immaturity. No one of them may be absolved from responsibility in the matter. They are a part of the common movement of society toward the democratic sharing

of all in the rendering of service to all, according to the enlightenment of each.

## Attempted Solutions

**I**T was inevitable that the solicitude of teachers and parents, and interested civic and welfare agencies, should seek to find some means of harmonizing these conflicting purposes of adults and youth. Is it true that the cure for ill-used freedom is more freedom? Is this the problem of our struggling American democracy? Many feel that large liberty must be graduated to the attained maturity and intelligence. The early adolescents may safely be left to regulate many matters of their social and academic relations within the school. But, while students, they are also members of an adult society both in school and out, whose conduct standards have been shaping themselves for generations; social adjustments, economic fitness, civic disposition, obedience to law, ideals of family and neighborhood integrity, political participations and a personal responsibility for adjustment to all of them. Looking to such results of this adolescent training, how much must be allowed of unquestioned freedom? How much to prohibitive restraint? How much to sympathetic guidance? If each, in turn, fails, what then? The dilemma is difficult at home; more difficult at school. These and kindred reflections on the part of school people have led to providing high school deans, whose functions are somewhat similar to those of College Deans of Women. Because this office, as an advisory agency in the higher institutions, has almost exclusive reference to the one sex, it has come to be similarly applied in the high school. One contributor to this symposium asks, "Why not a Dean of Boys?" Are those in need of tutelage, and these reliably self-sufficient? May boys be trusted to act wisely in their athletic ambitions, their use of time, their social engagements, their club and fraternity responsibilities, their attitude toward the other sex, their observance of conventional conduct standards? And are girls not to be so trusted? Shall there be provided deans whose functions may be to shape effective activities toward worthy achievement, during this troublous period? And shall there be deans of boys as well as girls?

## The California Practice

**S**O far as shown in the official directory, California has but seven deans of girls in high schools. The schools are of fairly uniform size

and of the middle class, about 400 students in each. The services of these deans are not, at present writing, known in detail; but the survey noted above will doubtless reach them all, and the publication of results will be awaited with interest. But if California is slow in adapting this administrative device, many, if not most, of the coveted results are attained in other ways. Sixty-eight of the 327 high schools listed in the State Directory have, in addition to the principal, a woman vice-principal who is, often, a very acceptable substitute for the dean. Concerning the qualifications of one for the position, academic advantages are important, but less determining of success than sympathetic and successful experience in the companionship of girls, a clear vision of the privileges and responsibilities of womanhood, possessed of the confidence of the girls and an understanding of their limitations. Her position should be of principalship rank, and accord her privacy and opportunity for conferences, and with a sense of freedom on the part of pupils. She must have the respect of the entire school, not the girls only, and should have their affection. She should be a woman with the teaching attitude and skill, whether she is charged with regular classes or not. She should have proved herself in this experience. But her program must not preclude the fullest use of her time for her special duties. Questions of discipline and appeals to her as final authority, chaperonage and social functions must be determined by local conditions. In this day of women and girls joining in income-yielding occupations, her advice will become increasingly important, including both educational and vocational guidance, the former even more than the latter. Many of them will need to be held in school by wise school and home treatment; all of them will need intelligent counsel of studies and study while in school. Whether by a dean, or by a woman vice-principal with chastened vision, the relation here considered is one of the major functions of the school.

The principal, if a man, should be able to advise the boys about most of these matters; but he is not likely to interpret fairly the attitude of the girl, certainly in the high school. A like observation may be made of the woman high school principal in the handling of boys. And there are eleven recognized California high school women principals. Six of these schools are small, employing two to eight teachers each; three have 12 to 13 teachers; one (an evening high school) with 34 teach-

ers, and one day high school with a staff of 70. The present consideration, however, concerns the conduct and student direction of the high school girl. Grateful attention is called to the brief series of contributions to the discussion of High School Deans following.

### THE DEAN'S OFFICE, A FRIENDLY CENTER

KATHARINE I. JONES,

Advisor for Girls, Chaffey Union H. S.

**T**O a dean who is just beginning her work it seems presumption, indeed, to try to tell what this office can and should mean. The opportunities that open out when one has time set apart for a special consideration of girls' problems, are unlimited. And those opportunities carry with them a great responsibility when the dean is to serve the best interests and promote the welfare of several hundred girls. How best to reach girls and help them to better womanhood is a matter whose working out requires constant thought and devoted effort.

Certainly the dean's office should be a center for friendly help and advice. It actually proves to be a receiving as well as a distributing center. And is there any reason why the helpfulness of the friendships should not be mutual? In my own case I may frankly say that so far I think the benefit, the opportunities to learn, have all been in my favor. The routine matter of permits has brought to me practically all the girls in school. Although this touch is hasty it does open the way for acquaintance and friendship. And sometimes there does come an opening for the talking over of individual difficulties or the discussion of the problem of occupation or career.

Co-operation with the Girls' League is a means of widening the dean's field of influence without much added effort. According to the constitution of the Girls' League the advisor for girls is a member of the executive committee and can thus have a share in the plans of the League. Through this organization comes social contact with the girls and often with mothers of girls. Girls' League meetings also afford opportunity to bring before the girls speakers who can help them, specialists in occupations open to women or representatives of great benevolent organizations who by their own devoted lives are an inspiration to noble service.

In the Chaffey High School District there is a Girls' Work Organization which fosters and

supervises girls' clubs of all sorts. A board of directors representing all the districts which comprise the High School District keeps the communities constantly alive to the needs of girls and secures the interest and hearty co-operation of the vast majority of women in the territory. A general secretary, paid to give full time to this work, organizes groups of girls under the Girl Scouts of America, Campfire, Girl Reserves or any other organization desired by the particular group. Many girls who might otherwise be "problems" for the dean find themselves and become useful units in one or another of these organizations.

All in all the office of dean is a compelling challenge to greater and more devoted service. In a community where interest in girls is high and the desire to help keen the dean must exercise her every faculty if she is to be among the leaders rather than among the followers. But in that spirit of co-operation, in that fellowship of service, all effort means joy and satisfaction. And the dean has a share in a great and glorious work.

## A DEAN OF HIGH SCHOOL GIRLS

MAY V. HAWORTH,  
Alameda High School

### 1. AIM:

**T**O develop self-reliance and responsibility in the girls through work, play and service, encouraging them to learn by doing; to stand for the best in high school life; to find all possible points of human contact.

**Academic**—To stand next to the principal in sharing the responsibility in matters of school policy and school administration; to hold a high intellectual standard, teaching one class, if possible; to encourage honor societies; to help in vocational guidance.

**Moral and Social**—To stimulate discussion of pertinent questions which will lead to good school spirit and set the proper standards for personal conduct; to arrange for outside speakers on girls' problems and informal intimate discussions in small groups; to work with the Girls' Association and its committees for a broader social program with more outdoor sports, informal school parties, and all kinds of social service where the generous impulses of youth are quick to react.

### 2. DUTIES:

**Committee Work**—To assist in social affairs. This big task needs a faculty advisor to share the responsibility of:

Freshman reception,  
School dansants,

Evening parties,  
School movies,  
Dramatic and literary affairs,  
Entertainments for raising money,  
Senior activities and commencement week.

**Personal Work**—To co-operate with parents, teachers, principal in stimulating good students, encouraging weak students, helping to follow up girls who want to leave or have left school, aiming to prevent the enormous waste in secondary education; to know of unusual home conditions; to help solve problems in discipline, trying to foresee and prevent, rather than to search for a remedy afterwards; to use absence excuses as a means of helping toward better health standards; to be especially interested in new girls, so that they may get the spirit of the school.

### 3. QUALITIES OF A SUCCESSFUL DEAN:

Womanliness.

Courtesy and tact.

Broad interests, a keen sense of proportion and a relieving sense of humor.

Social experience and the ability to express herself with ease and conviction.

Alertness and resourcefulness.

A genuine desire to serve, combined with executive ability, adaptability to circumstances, even a willingness to compromise on details.

Sincerity and justice.

The above are the ideals and the test of success is mutual response between dean and school. The work is subtle and difficult to describe—extensive, yet intimate, a privilege and a fascinating responsibility. The dean has by nature of her position great opportunities, in conferences and confidential talks, to develop leaders, to bring out the shy but capable girl, to foster student-faculty co-operation, and to emphasize "Character as the goal of education."

Dr. Frank Crane has said: "The supreme business of the school is to develop a sense of justice, the power of initiative, independence of character, correct social and civic habits, and the ability to co-operate toward the common good."

## A BUSY DAY

ELIZABETH FREESE,  
San Diego High School

**T**HE eight-hour law for women employes is not applicable to the office of woman vice-principal in a high school which enrolls thirteen hundred girls. About eight o'clock the day's work begins, when Mary Smith arrives with the announcement that she is leav-

ing San Diego for her Eastern home. The intricate process of making an honorable exit from the San Diego High School is explained, and the student sent to the Registrar to fill out necessary blanks.

Sadie Brown then makes an excited entree. She has left her lunch on the street car. Will I please lend her ten cents to buy sandwiches at noon? The dime is forthcoming.

The president of the P. T. A. arrives, asking for assistance in making her next monthly program. Telephone rings. Mrs. Martin of Coronado will give room, board and an infinitely small salary to a high school girl in exchange for housework. Mrs. Martin's needs are advertised on the employment bulletin board.

Students enter for permits to go to the restroom; to be excused from study hall for typing, or to take special examinations.

Lady appears inquiring for china painting class. Is referred to night school office. Messenger arrives with note from teacher, stating that Fanny Jones is at school in a skirt impossibly abbreviated and stockings rolled down at the top. Office girl is dispatched to summon Fanny, who is sent home to procure more extended raiment.

Notices are then written for the daily bulletin. Senior student enters to inquire about medical colleges. Catalogues are consulted. Junior inquires how many credits she has, how many she must have to graduate and what subjects she must take. Her course for three semesters is mapped out.

Grace Lane's mother appears with the announcement that Grace must drop Oral Expression at once. Grace will never be a teacher. She is of the domestic type that invariably marries young. She will never need Oral Expression. Requirements of the school in regard to Oral Expression are explained.

A new student enters to be registered. Credentials are examined, program made, and newcomer turned over to office assistant for initiation into the ways of the school. Senior girl comes in to discuss kindergarten work as a vocation. Emergency call from Fine Arts Building. Girl has fainted. Office stretcher is rushed to the scene and patient taken to the hospital room. More girls appear for permits to restroom, laboratories, etc.

Bessie Green brings note from home, stating that Community Civics must be dropped at once. Bessie is here for her health and is unable to make trips to the City Hall to investigate how the garbage is collected, etc. Con-

ference with Bessie's teacher and a note to Bessie's mother smooths the difficulty.

Another girl comes for permit to drop a subject. Enters an irate mother. Freshman daughter has received three warnings for unsuccessful work. In the grades she had no difficulty. She should be transferred at once to more competent teachers. Conferences are arranged between mother and Bessie's teachers, and mother departs enlightened but sad.

Message from study hall teacher. Two maidens have disappeared from study. Vice-principal hastily sprints in northeasterly direction. Finds stadium occupied solely by the R. O. T. C. Maidens invisible. V.-P. detours in northwesterly direction. Maidens discovered under pepper tree eating fudge. Personally conducted tour to study; lecture; detention slips.

Party of tourists arrives to inspect the buildings. Guides obtained from study hall. New student from Utah is then registered. Lilly Black presents note to meet mother downtown at two o'clock. Teacher announces that a senior is failing in history. Conference with senior and telephone conference with parent. Note arrives, bearing the inscription, "Betty Wilkins, Paint, Powder and Patches." Betty is escorted to lavatory and invited to remove all artificial aids to feminine beauty.

Senior desires information in regard to college scholarships. Loud talking and laughing heard in corridor. V.-P. rushes forth to quell the disturbance. Comes suddenly upon group of Faculty men enjoying social intercourse. V.-P. beats embarrassed retreat.

Reporter of school paper comes for assistance in filling her column. Attendance secretary enters convoying two students who had found Mary Pickford at the Broadway more alluring than the history of Egypt and Simultaneous Equations. New student from Oregon arrives to be registered. Attendance secretary brings five girls who had forgotten to attend chorus, physical training or oral expression. Generous penalties for all.

Messenger arrives. Bells are not ringing in the Fine Arts Building. Electrician summoned. Senior desires to know entrance requirements to Vassar College. Student is sent to office from classroom for incessant chattering. Suspended from class for three days. Student seeks information about schools of art. New student from Long Beach is registered. Messenger announces that bells are ringing continuously in Domestic Science Building. More girls bring notes to meet mother downtown. Sophomore president makes arrangements for a Friday

afternoon dance. President of Girls' League confers with V.P. about the Christmas work of the League. Mrs. Simpson of Mission Hills telephones for a high school girl to take care of the baby. Senior girl asks advice about the color of her graduation gown and hat. More students come to see how many credits they have and when they can graduate. Physical training teacher arrives with girl who refuses to take Physical Culture. Warm discussion and arguments.

Two students apply for leaving permits. Senior president discusses plans for graduation. Angry mother enters. School uniforms for girls are a nuisance. She can't be washing and ironing middies all day long. May her daughter have a special permit to wear a one-piece dress? Permission denied. Suggestion is made that daughter be made responsible for the care of her middies.

Student inquires how many recommendations for college she has acquired in the past three years. President of the Spanish Club enters to arrange for chaperonage of Friday afternoon dance.

Girl wearing bright red middy is sent home to become "Regulation." Student asks advice in regard to training schools for nurses.

Vice-Principal glances at her watch. Three minutes of four! Wednesday! Bi-monthly meeting of principals and vice-principals! With desk in confusion, brain in confusion, vice-principal seizes hat and rushes to Lincoln School.

## ORGANIZATION OF A HIGH SCHOOL DEANSHIP

**REBECCA T. GREENE,**  
**Palo Alto High School**

THE Palo Alto Union High School has at present no official who is designated as the Dean of Girls. The welfare of the girls, however, is cared for by the associate principal, the physical director for girls, the school nurse, and the vocational adviser for girls. The registration teachers also act in an advisory capacity. Another means for promoting the interests of the girls is the student commissioner of Girls' Activities. She is a member of an elected board of commissioners consisting of seven students and two faculty members, and co-operates with the teachers who are charged with responsibility for girls' affairs.

Among the interests cared for through these agencies are academic work, health and standards of health, dress, employment, vocations, athletic and social activities. The responsibil-

ity for chaperoning social functions does not fall upon one person, or one group of persons, but is divided among all the teachers, both men and women. At the opening of the school year a committee of the faculty prepares a list of chaperons under two heads—class parties or dances and extra dances. This provision for chaperonage has been in operation for two years and works well.

The general plan outlined depends for its success upon the co-operation of the different factors and the unifying of their efforts through some administrative officer whether she be designated as dean of girls, vice-principal, or associate principal. The objective to be reached is the securing of a normal school life for every girl which should in turn react upon the girl in her relation to her home and the community.

Furthermore it is the opinion of the writer that the welfare of the boys in our high schools demands similar, if not identical, provisions. Why not a dean of boys as well as a dean of girls?

## QUALIFICATIONS OF THE DEAN OF GIRLS

**M. ELIZABETH KINNEAR,**  
**Richmond High School**

THE duties and responsibilities of the dean of girls seem to be as numerous and varied as are the needs of adolescent girls. The following seem to me to be some important duties.

The dean of girls should have sufficient academic training to enable her to teach and to help in planning the curriculum for girls and in solving the problems which the girls meet in their academic work.

She should co-operate with the principal in organizing the social program of the school with several considerations in mind. The social activities should reach as large a number of girls as possible and meet their needs for social training. They should not interfere with the health of the girls nor with their school work. The dean should plan for proper chaperonage of girls on all occasions when they are under school jurisdiction.

- The dean of girls should attempt to create a wholesome atmosphere among the girls and to arouse a sentiment in favor of proper conduct, and in favor of a suitable style of dress. She should arrange for girls' meetings and may be able to create the desired sentiment through them. The co-operation of the entire faculty is necessary for accomplishing this result.

She should have a large part in handling

cases of discipline among girls and should attempt to help individual girls in all ways possible, particularly girls who have no mother.

The dean should arrange for the care of girls who are taken sick while at school and for the excusing of all girls who leave school during the school day.

I believe she will have a better understanding of school problems if she does some teaching, but if her teaching program is too heavy, she cannot accomplish the other duties.

### SOME REFLECTIONS ON THE DUTIES OF A DEAN OF GIRLS

ETHEL WALLACE BRYANT

Visalia High School

THE writer speaks from the viewpoint of one who acts in the capacity of dean of girls in a high school where there is an enrollment of about 250 girls. The problems and duties in this work vary somewhat with the size of the school, the personnel of the students, and the type and interests of the community. And yet, under our modern conditions of life the problems of the adolescent girl are largely the same the country over.

A sympathetic understanding of the nature and interests of the young girl, based on wise judgment, is the keynote to the accomplishment of results in one's work in this field. It is wise to have at least one freshman class, for at this period in her school life the girl is particularly responsive to the help and friendship that the dean has time to give her. It is so easy to win the affections and loyalty of the childish little girl who comes from the eighth grade. Her first impressions stay with her and you have her won for all time.

The responsibility for the attendance of the girls in the school is of inestimable advantage to the dean. It furnishes an opportunity for frequent contact with the girls. Through such direct contact the girls grow to know her in a more intimate way. Excuses for absence and tardiness bring revelations of personal and home problems which often place the dean in a position to be of real service. How often it is that the girl who is frequently absent is the girl who most needs the assistance and advice that the dean can give.

The problem of cultivating in the girls more refinement of taste in the matter of dress is one of the most delicate problems this work brings. A broad-minded attitude and an inclination to keep abreast of the times and of the fashions is necessary if the dean is to have

the influence with the girls that she desires. Of course drastic regulations can be made, but far more effective is her work if she can create about her an atmosphere of respect for her judgment which will gradually lessen the need of definite regulations. Here, perhaps as much as any place, does the personality of the dean count for direct results in her work.

In the supervision of the social life of the school the dean finds a broad field in which to work. There is often need for kindly-given suggestions in the simple rules of politeness and courtesy. Many such details require thought and time, and yet one should not lose sight of the fact that the big thing back of all these details is the attainment of an ideal—the development of a happy, wholesome, democratic social life in the school. Through such social contact the students acquire broader ideas, the spirit of co-operation, a sense of social responsibility, and form friendships which they will enjoy throughout life.

In the matter of vocational guidance, special study of the problems involved in this branch of the work is necessary if the dean is to give very definite assistance. More and more we are coming to recognize the right of every girl to know more about the occupations open to women and the need of self-analysis on her part if she is to choose her vocation wisely. But in high schools where no course is given in vocations the dean has opportunity to assist the girls at least in an advisory way. Gradually those who first seek her assistance in selecting courses of study come to rely upon her judgment and her advice in dealing with the more serious problems confronting them when they leave school.

In the four years of close contact with this woman the girls grow to seek her help in many ways—realizing through her sympathetic interest in their unfolding lives—a real friend.

#### FARES AND SAILINGS SUBMITTED TO THE DELEGATES TO THE CONVENTION OF HIGH SCHOOL PRINCIPALS, PASADENA, APRIL 10-14, 1922.

Round trip fare to Los Angeles, \$25.

This fare includes berth and meals; it is good to return on any ship this company operates for a period of twenty-nine days.

##### Sailings

Going—S. S. President leaves Friday, April 7, 3:00 p. m., arriving Los Angeles April 8.  
S. S. Admiral Farragut leaves Saturday, April 8, 11 a. m., arriving Los Angeles April 9, afternoon.

Returning—Steamers leave Los Angeles four times each week.

S. S. Senator, Saturday, April 15, 9 p. m.

S. S. President, Sunday, April 16, 10 a. m.

## A JUNIOR HIGH SCHOOL SUMMARY\*

A. J. CLOUD,

Deputy Superintendent of Schools, San Francisco, Calif.

**I**N the course of preparing recommendations for an extension of the Junior High School plan in San Francisco, the writer endeavored to secure an up-to-date record of the exact status of the movement in the principal cities of the country at the present time, (January, 1922). A brief questionnaire was sent out and replies were received from the Superintendents of Schools of 31 cities which (as to those outside of California) had been selected on the bases of well-defined geographical distribution and size of population. Replies were solicited to six questions. The first four questions and the replies thereto are indicated in the following tabulation, which gives first the non-California cities and then those of California:

This table shows very clearly the relative newness of the organization, its rapid spread, and the interest being manifested in it by cities in which it is not yet established. Summarized, the facts developed are:

First, the Junior High School movement, except in an experimental sense, cannot be said to extend back of 1915, and the chief impetus towards its growth has come in the past three years.

Second, 21 out of the 31 cities, or about 68 per cent, are definitely committed to the idea; 2 others are proposing to reorganize in line with it at no distant date, and 2 others speak of not having put the plan into effect "as yet," or "at present." Including these four last mentioned, 10 cities of the 31 have no Junior High Schools in operation.

Third, the prevailing Junior High School grade-arrangement is 7-8-9. This is obviously an endorsement of the 6-3-3 plan.

The total enrollment in Junior High Schools in these 21 cities is approximately 120,000. In certain cities, like New York, Philadelphia, Kansas City, St. Louis and Detroit, the average per school runs considerably beyond 1000; and, in practically all the cities, it runs well above the average ordinarily assigned to the elementary school under the older type of organization. This is a step in the direction of centralized control, as well as in that of economy of maintenance and operation expense.

The last two questions to which replies were asked were: (1) advantages of the plan where in operation; (2) disadvantages.

Deducting the 10 not possessing Junior High Schools from the total of 31 cities, 20 of the

remaining 21 replied as to the advantages, but only 8 as to the disadvantages.

The prevailing reasons in favor and the number supporting them may be interpreted thus (with some margin allowed on the part of the reader for misinterpretation of replies and overlapping of terms):

1. Longer retention of pupils made possible: 5.
2. Better provision made for gradual transition from elementary to high school—with emphasis upon departmental teaching, promotion by subjects, supervised study, etc.: 12.
3. Better and earlier opportunity provided for adaptation of course of study to meet individual needs of adolescent youth—variously stated as including "differentiated work," "enriched program of studies," "pre-vocational and exposure courses," "elective studies," "greater individual help," "provision for individual differences," "definite opportunities for exploration," "democracy," etc.: 16.
4. Suitable preparation afforded for those who leave early: 3.
5. Better preparation afforded for those who go on to senior high school: 5.
6. More suitable type of discipline established—with emphasis upon closer and more sympathetic relationship of teacher and pupil: 4.
7. Better opportunity given for segregation of pupils according to ability, and, consequently, for acceleration: 7.
8. Greater possibility of securing teachers with broader academic training: 2.
9. Greater possibility (specifically) of securing male teachers: 2.
10. Greater encouragement made possible for social activities: 7.
11. Enlarged possibilities opened for educational and vocational guidance: 8.
12. High school work made possible nearer home: 2.
13. Better grouping allowed: 1.
14. Congestion of senior high school relieved: 2.
15. Segregation of adolescent pupils permitted: 1.
16. Americanization advanced: 1.

The preponderance of judgment of those who

\* Replies from Pittsburg and Fresno received too late for inclusion in tabulation.

## THE SIERRA EDUCATIONAL NEWS

City.	Established.	Number.	Grades Included.	Enrollment, Total
New York, N. Y.....	1916 and following	2; also, 30 schools having Junior H. S. Depts.	7-8-9	46,379
Philadelphia, Pa. ....	1917 (1) 1921 (3)	4	7-8-9	5,455
Boston, Mass. ....		12	7-8-9	5,822 (1920)
Rochester, N. Y.....	1915 (1) 1918 (1) 1922 (1)* 1923 (1)*	4 (2 in actual operation)	7-8-9	2,635
Newark, N. J.....	Sept., 1918	3	7-8-9	2,315
Providence, R. I.....	None			
Portland, Me. ....	None			
Washington, D. C.....	Oct. 1, 1919	2	7-8-9	White 741 Colored 403
Richmond, Va. ....	Sept., 1915 (3) 1919 (1)	4	6-7-8§	3,151
Atlanta, Ga. ....	None**			
Chicago, Ill. ....	None			
Cleveland, O. ....	1915-16	17	7-8 7-8-9	15,028
Cincinnati, O. ....	Dec., 1915	1	7-8-9	1,107
Toledo, O. ....	None**			
Detroit, Mich. ....	1915	5	7-8-9	5,736
Milwaukee, Wis. ....	None			
Minneapolis, Minn. ....	1917 (1) 1922 (2)	3 (3 more in process of construction)	7-8-9	2,200
Springfield, Ill. ....	None			
St. Louis, Mo. ....	1916	1	7-8-9	1,475
Kansas City, Mo. ....	Sept., 1919 (1) June, 1921 (1)	2	7th Elementary— 1st year High	2,482
Denver, Colo. ....	1917	5	7-8-9	3,711
Salt Lake City, Utah.....	1913 (1) several 1913-20; 1921 (3)	7	7-8-9	• 4,500
Tacoma, Wash. ....	None "at present"			
Seattle, Wash. ....	None "as yet"			
Portland, Oreg. ....	None		9th grade incorporated in Elementary school organization	
Los Angeles, Cal. ....	Feb., 1911 (1) Sept., 1911 (4) Sept. 1912 (3) Feb., 1914 (1)†	8	6-7-8 7-8-9	8,487 Nov., 1921
Oakland, Cal. ....	July, 1920	9	7-8-9	2,400
Sacramento, Cal. ....	1916††	3††	9th only†† 7-8-9	876
Santa Barbara, Cal. ....	Aug., 1921	1	7-8-9	633
Berkeley, Cal. ....	1910	4	7-8-9	2,600
San Francisco, Cal. ....	Jan., 1922	3		1,700

\* In course of construction.

\*\* Proposing to establish them in near future.

§ Eighth grade equivalent to first year high school.

† One of these later became a 6-year high school.

†† One in contemplation, to include Grades 7-8-9.

replied on the subject of disadvantages was that they did not counterbalance the advantages. The only disadvantages mentioned were the increase in per capita cost, certain administrative defects that could be remedied, a slight increase in pupil mortality at the end of the ninth year, and a difficulty in obtaining good teachers.

The evidence thus secured would seem to support the view that while, as the Cleveland Bulletin on Junior High Schools (April, 1921) points out: "The Junior High School is still a new institution and many of its avowed objectives must be subjected to thoroughgoing experimentation and study"; yet, it is a lusty infant and one gaining in strength each day.

### TEACHER TRAINING

C. L. PHELPS,

**President State Teachers' College, Santa Barbara**

THE meetings of the presidents of teacher-training institutions at the Department of Superintendence Convention, in Chicago recently, were both interesting and profitable. Especial emphasis was laid this year on the necessity for good teaching in the institutions themselves. This was held to be an absolute essential in order to insure that their graduates should be given thorough training in the actual problems and procedure of classroom teaching. One paper on tests and measurements indicated the danger of relying too much on these aids in teaching and substituting a working knowledge of them for facility and skill in actual teaching, while other papers on the teaching of the vernacular and on history and government emphasized the necessity for a correct point of view, for careful selection, and the highest skill in the handling of such material, to the end that correct impressions made on the mind of the child may result in the right kind of ideals and actions.

Such was the tone of the meetings as expressed by the formal program of speeches and papers. Quite different, however, were the reports of committees and the discussions and resolutions of the American Association of Teachers' Colleges, a comparatively new or-

ganization, which this year for the first time found itself the strongest body dealing with the problems of teacher training. Of Teachers' Colleges now offering four-year courses beyond graduation from a four-year high school, there are 61. Of these, 51 grant degrees. Reports of committees of this organization, as well as others on the formal program, had to do with the developing and fixing of such standards in teachers' colleges as shall insure the full recognition of degrees granted by these institutions. To this end, standing committees are to work through the coming year on standards and classification of institutions engaged in teacher-training. At the next annual meeting it is expected that one day will be devoted exclusively to hearing and discussing these reports.

The future of teacher-training seems bright. Dr. Winship, our veteran student and observer of educational progress, believes that the recent development of teachers' colleges is the most significant movement in present-day education. There is one danger, however, that all agreed must be guarded against, and that is complaisant acceptance on the part of the teachers' colleges of new and satisfying titles, without strenuous efforts to improve standards to the full justification of these titles.

### FULL-TIME SECRETARY FOR SOUTHERN SECTION

*A*S we go to press there comes word from Los Angeles that the Southern Section, C. T. A., through its local council or governing body, has elected a full-time Secretary. This action is most timely. The Central Office has long advocated such action. There has been chosen for this important position Mr. F. L. Thurston, head of the Commercial Department of the Pasadena High School, who during his secretaryship the past months has shown unusual capacity for this important post. With the growing membership in the South, the details connected with arranging for a great annual convention and the many varied and important duties now devolving upon the management, it is imperative that there be a paid full-time officer in charge of the Southern Section. There were two nominations and one application for the position, the vote in favor of Mr. Thurston being most decisive. Mr. Thurston by training, experience and temperament, is admirably adapted to his new duties and will co-operate fully with the Central Office.

### THE SCHOOL TEACHER

[Our rural versifier, Walt Mason, contributed the force of his pen recently to bring before the public the need for increased salaries for teachers. Without such increase, says Mason, the teacher will "seek some other trade." Our friend and fellow editor, Bob Moore of Illinois, as Secretary of the Illinois Teachers' Association and Editor of the "Illinois Teacher," has "taken a fall" from Walt. Editor Moore shows that the teachers of Illinois have, through very strong organization, succeeded in so clarifying political situations as to secure adequate salaries and now "live like other folk." We print below these contributions of Messrs. Mason and Moore, with appreciation to the former and compliment to the latter for daring to emulate the illustrious Walt. We can even now visualize the mantle of poet laureate as shifting from Kansas to Illinois. Had it not been for the hardihood of our fellow editor we should have had neither the inspiration nor the temerity to venture the few feeble remarks below as a close to the symposium.—Editor.]

**T**HE teacher's is the noblest stunt a mortal can pursue; and yet today we see her h̄unt for something else to do. She loves her high, uplifting trade, and quits it with a sigh; but she can't live on what she's paid, and can't afford to die. For years she studies night and day, to qualify to teach; and we behold her on her way, and say she is a peach. We hand her nosegays when they're cheap, and call her Butter-cup, and say the blessed schoolmarm's keep our bulwarks right side up. Without her this enlightened age would sadly be bereft; she guards the priceless heritage our well-known fathers left. We hand her taffy with a spade, but when she makes complaint about the measly wage she's paid, we sweat some blood and faint. We may confess to spendthrift ways, hold miser greed a crime; but when the schoolmarm asks a raise we're tightwads every time. And so she's going from the school to seek some other trade, to carve her way with some new tool, a corkscrew or a spade. She cannot thrive on nosegays sweet, or flourish on hot air; for she must have a prune to eat, and decent clothes to wear.

WALT MASON.

**O**H no, dear Walt, you make mistake! Your rhyme is out of date. It may be true in Kansas bleak, but not in this old state. Of course we lost some schoolmarm's here, before they learned to scrap, and take their part in other ways like any other chap. But now they fix the tax rates here, they name and set their price; and, as a force in public life, they surely cut some ice. It used to be they meekly sat and took what they could get; they wore poor clothes and lived on prunes, were always deep

in debt. But now they say just what they think, and vote for Gov'nor too. The politicians soon woke up and asked them what to do. The schoolmarm's said: "We want enough to eat and dress and learn; 'tis only fair to pay us now what we can fairly earn. And if you don't, why then we'll go and speak in ev'ry town; the voters then will turn you out and lick your party brown. Since then the teachers' lot has changed; they now wear picture hats, their clothes are good, their silken hose connect with fancy spats. They eat roast beef and dumplings brown, and live like other folks; they even play and sing and dance and laugh at decent jokes. Of course they can not stand a cut in wage, or loss of time. They thank you for your good intent and for your merry rhyme; but they have read Longfellow's tale of Alden and the maid; they'll speak their mind and win their own, and not depend on aid.

BOB MOORE.

**N**OW lend an ear, friend Walt, friend Bob; you are both wrong, both right; for while the public loos'nd up, it's still too all-fired tight. 'Tis true the monthly stipend rose like Bay of Fundy's tide, and those who had been forced to walk soon bought a Ford to ride. But every jump the pay check took, a greater jump was made, in everything the teacher bought, from shoes to lemonade. His rent increased, he cried in vain, "Oh Landlord, have a heart"; there came a score of troubles to upset his apple cart. Ere pay day came he found, alas, by digging in his jeans no money left for mutton chops, for bacon or for beans. The dollar buys this year of grace, nineteen and twenty-two, less of the crying needs of life than it was won't to do. So we're today no better off, as far as can be seen, than those whose incomes were much less in nineteen and eighteen. And Walt is right: we can not keep the teacher on half pay, when she can leave us for increase in salary any day. And Bob has struck the keynote: for if teachers stand together, they can carry out a program in spite of wind and weather. Reactionists are hard at work to keep the taxes down; their slogan is "economy" in country and in town. Where-e'er there are reductions the school's the first to suffer, and sad though true, in politics our craft must serve as buffer. We'll hold to all that has been gained and finally win the day, and get better schools for children and for teachers higher pay, if we stand for better teaching and raise the standards high and organize and rout the foe and smite him, hip and thigh.

A. H. CHAMBERLAIN.

**ANNUAL MEETING DEPARTMENT  
OF SUPERINTENDENCE OF  
THE N. E. A.**

**ARTHUR H. CHAMBERLAIN**

THE first meeting of the Department of Superintendence under the new form of organization was held in Chicago, February 24-March 2. President R. G. Jones, Superintendent Cleveland schools, together with the officers and executive committee, prepared and carried to successful conclusion one of the strongest educational meetings ever held in this country. There appeared upon the program men and women of the nation who have been accomplishing worthwhile results in the various fields of educational organization, administration and practice. Not a session but offered contributions of the most noteworthy character. There were general sessions and meetings devoted to representatives of state departments, county superintendents and of cities in the various classes. A number of organizations have been admitted to membership to the convention and these held meetings, as for example, the Departments of Rural Education, Elementary School Principals, High School Inspectors and Supervisors, Secondary School Principals, National Association of Directors of Educational Research, Vocational Education, City Teacher-Training, National Council of Primary Education, National Society for the Study of Education, National Society of College Teachers of Education. The National Council of Education, under direction of President Homer H. Seearley, held a number of important meetings and received reports.

It would be difficult to enumerate those particular meetings that were of chief significance. The session on the Process of Financing Education stands out prominently. This session, under leadership of Dr. Thomas E. Finegan, State Superintendent Public Instruction, Pennsylvania, discussed the problems before the Commission in charge of the educational finance inquiry, and later took up in detail the financial needs of education and ways of providing necessary funds. The session devoted to the topic, "The Ideals to be Achieved by Public Education," presented a list of notable speakers, including President W. O. Thompson, Ohio State University; Frank E. Spaulding, Dean of the Graduate School of Education, Yale University; John J. Tigert, United States Commissioner of Education, and Will C. Wood, Superintendent Public Instruction, California. A tremendously important session was that on the "Need of a National Organization for Educational Service." Able leaders spoke for and against the Townner-Sterling Bill, with sentiment strongly in its favor.

There was elected as President for the coming year, Supt. John H. Beveridge of Omaha. S. D. Shankland, President of the Andrews Institute, Willoughby, Ohio, was re-elected Secretary. F. W. Ballou, Superintendent Boston Schools, was elected Vice-President. Supt. Ira Bush, of Erie, Pa., was named Treasurer, and State Supt. Payson Smith of Massachusetts member of the Executive Committee.

Throughout the meetings there were conferences, round tables, and committee discussions. There were breakfasts, luncheons and dinners of groups interested in some special problem or representing a particular city or state. Teachers' College, Columbia University, and the University of Chicago, held their dinners, as usual, as did the Alumni of other institutions. The publishers' dinner, as an aftermath of a most successful session, was interesting in the highest degree. There was a dinner-meeting of the members of the Army Educational Corps. The educational and commercial exhibits far surpassed those of any other meeting and were comfortably housed in commodious quarters nearby the meeting place. Chicago as always furnishes adequate physical accommodations for meetings of this kind.

California was well represented at the meeting. A breakfast conference of members from California, included most of the following, all of whom were at the meeting: Geo. C. Bush, Supt. of Schools, South Pasadena; Wm. John Cooper, Supt. of Schools, Fresno; Dr. E. B. Cubberley, Stanford University; John J. Donovan, Oakland School Architect; Arthur Gould, Assistant, Supt. of Schools, Los Angeles; Supt. Chas. C. Hughes of Sacramento, together with his young son; Supt. Fred M. Hunter, Oakland; E. C. Moore, Director of Southern Branch, University of California, Los Angeles; T. C. Morehouse, Macmillan Company, San Francisco; John K. Norton, San Jose, just attached to the staff of the N. E. A. at Washington; L. E. Plummer, Prin. High School, Fullerton; C. L. Phelps, Pres. State Teachers College, Santa Barbara; V. Kersey, Director Part Time High School, Los Angeles; Miss Ethel Richardson, Assistant State Supt. Schools, Sacramento; Alfred Roncovieri, Supt. Schools, San Francisco; H. M. Shaffer, Assistant Supt. Schools, Los Angeles; Seldon C. Smith, Ginn & Company, San Francisco; W. L. Stephens, Supt. Schools, Long Beach; A. H. Sutherland, Director, Division of Psychology, School Department, Los Angeles; L. Van Nostrand, Milton Bradley Company, San Francisco; J. F. West, Supt. Schools, Pasadena; H. B. Wilson, Supt. Schools, Berkeley; Will C. Wood, Supt. Public Instruction, Sacramento; Arthur H. Chamberlain, San Francisco.

Other one-time Californians attending the breakfast were Chet Allen, New York; Miss Ella V. Dobb, University of Missouri; F. E. Farrington, Chevey Chase, Washington, D. C.; Miss Georges, World Book Company, New York; G. W. Frasier, Denver; H. G. Lull, Emporia; Fred T. Moore, Rowe, Peterson & Company, New York; Alvin E. Pope, New Jersey; J. M. Rhodes, San Antonio, Texas; E. N. Smith, Navy Dept., U. S. Government; Albert Shiels, New Cork; I. A. Thorsen, Minnesota; Dr. T. D. Wood, Teachers' College, Columbia University.

With a voting attendance running into the thousands, a total of 455 votes cast at the election calls for explanation. The new order of things is supposed to be in the interest of democracy—it is expected that the many, rather than the few, will have a voice. One is again led to inquire whether the "cure" for democracy is more democracy!



# FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

## COMMERCIAL EDUCATION

Dear Mr. Chamberlain:

THE marked increase in the demand in secondary schools for so-called commercial subjects—typing, shorthand, bookkeeping, business procedure, business organization, economic geography, economics, business English, business Spanish and French—has created an unprecedented demand for teachers of these subjects. If the colleges and universities should persist in holding to the idea that it is not their proper function to give teacher training courses in the technical business subjects it is obvious that the teachers of these subjects must enter the teaching field with exactly the same training in the technical business subjects as is given boys and girls in the secondary schools in preparation for the minor clerical positions. A large per cent of the boys and girls will find it impossible to take a college course. Every effort should be made to reach these boys and girls in the secondary school in the most effective way by supplying them with instructors with the highest type of training. This is especially true of the group of students in the commercial departments. If science, history, language and mathematics are recognized as requiring a high grade training, why should not the commercial subjects be so recognized? Are the commercial students getting a square deal?

From 25 to 30 per cent of the students are enrolled in the commercial departments of our high schools. Where is the supply of teachers, adequately trained, to be sought? The technical subjects listed in the first sentence of this letter are taught in many schools by teachers with little academic training. These very teachers are the ones who most insist upon the need of college and university courses that will offer both academic and technical subjects from the teacher-training point of view. They are keenly aware of the inadequacy of their own preparation. Many of our higher institutions are extending their business courses. That is good, but the real need is an opportunity in the Departments of Education for the prospective teacher in commerce to receive training, not

in how to type, but in how to teach typing; not in how to write shorthand, but in how to teach shorthand; not in how to proceed in a business office, but in how to teach business procedure.

At present the university graduate who wishes to teach in the department of commerce is penalized by the necessity of getting technical training in addition to the university credit, and still has received no training in the technique of teaching her specialty. On the other hand, the individual who has technical training can get the special certificate with a modicum of university credit. For the betterment of this condition our hopes are centered on the expansion of the Departments of Education in the colleges and universities in our state to include this much-needed training in how to teach commercial subjects.

F. E. RAYMOND, Manager,  
Gregg Publishing Co., San Francisco.

## WORK AND PLAY

Editor From the Field:

"There is work that is work,  
There is play that is play.  
There is play that is work,  
There is work that is play—  
And in only one of these lies happiness."

**I**N his work and play philosophy, thus succinctly expressed in verse, Gelett Burgess gives us the secret of the longevity of their capacity to labor, in such world-workers as Thomas Edison and Luther Burbank, and again in such a one as Oliver Wendell Holmes, who, when he arrived at three score years and ten, announced himself to be "seventy years young." These are young old folks. Contrast them with Edwin Markham's "Man with the Hoe" and the poor peasant women one sees in the market-places of all large European cities, women in middle life looking sixty and seventy.

And are there old young folks? One does not have to go far to find them, those whose attitude toward work is expressed by a sigh, drooping shoulders, and an expression of great weariness. They have not yet learned this great secret, that work in obedience to a vision is less wearying and less wearing than mechani-

cal routine, drudgery so-called, which, without the elixir of spirit, surely killeth. Vision ever declares, "Behold, I make all things new," and newness stimulates, revivifies. What is the secret young old folks have? It is this: Linking the details of routine, the practical work in the valley of endeavor with the big idea, "the pattern seen in the mount." We who must work, whatever the impelling or compelling motive, must accept this fact, that even in the professions and the arts, if we would succeed, there is no escape from the concomitant drudgery. "My Father worketh hitherto, and I work," said the Master Teacher. Could we but learn to say, with Minot Savage, "Blessed be drudgery!" the curse would surely lift itself.

ANNA M. WIEBALK,  
San Francisco.

### TEXT BOOKS AGAIN

Dear Editor:

**I**N reply to the letter of John M. Brewer in the October issue, may I say that in my "trade" against free text books, the matter of disease germs was only incidental.

Since he knows, by actual experiment, that there is no such danger—and I have never been in a position to gain such knowledge—I am glad to accept his statement, and confine my argument to the fact that a book used by an average child in an average school for nine months is dirty if not dangerous, and is usually marked, colored and otherwise full of suggestion to the child who receives the book the second or third year. More harmful than diphtheria or influenza is disrespect for the printed page. I am neither a publisher nor the wife of a publisher, but I still believe in new text books for little children at least.

INA K. DILLON,  
Sanger.

### THE AMBITIOUS STUDENT

Editor Sierra Educational News:

**I**N response to your article "The Ambitious Student," allow me to say what my method is. I am teacher of Algebra in our high school and as soon as I receive my Chicago "Science and Mathematics," I copy on my board one of the problems given out monthly. I call the attention of my students to this problem and tell them that any student correctly solving such problem will have his name published in said Journal and in our "High Notes" also. Furthermore, he will be credited with an extra mark in his next test. For instance, if he makes 7 out of 10 correct answers in this test, he will be credited with 8. I have the enthusiasm

iastic backing of my principal and superintendent in this plan and it works.

THOMAS E. N. EATON,  
Redlands, Calif.

### NARROWMINDEDNESS

Editor From the Field:

**I**n connection with your February item describing the excusing of a teacher from jury duty on account of narrow-mindedness, the following may be of interest:

A superintendent of schools once suggested that it would be a good thing for the school system if every seven years each teacher was required to go out and earn his living some other way; the Board of Education to make up the difference in salary for that year.

If a teacher who works only with children gets a point of view different from that of the man who rubs elbows with grown-ups, it may perhaps be remedied by spending the summer vacation in regular employment removed from educational institutions.

H. M. MORLEY,  
Los Angeles.

### LOWER SCHOOLS APPRECIATED

My dear Chamberlain:

**I'**VE just been reading the editorials in the January number of the "Sierra Educational News." It's bedtime, but, before I lay me down I want to write you thanks for this sentence in your second article: "For a century or two the universities have criticized the lower schools, college professors, themselves THE PRODUCTS OF OUR ELEMENTARY SCHOOL SYSTEM," etc. It has all through these years made me MAD—superlatively so!—to have people who owe all they know and all they are to the schools behind them, get up and berate the schools they have attended! I'm not blind to our defects, but, never have our schools been all, nor any way near all, bad. Edison and his kind (and I've great respect for him in his own sphere, too) merit all you handed him and more!

Now, I feel better and will sleep sounder!

PETE W. ROSS,  
San Diego, California.

**The C. T. A. Central Coast Section Meeting,** originally scheduled to take place at Fresno March 13, 14 and 15, has been postponed to April 3, 4 and 5. This step has been made necessary upon the advice and urgent request of the local City and County Health Officers, as the troubles of influenza have necessitated the closing of many schools in the central counties. At the later date the program as originally planned will be carried out.

# EDUCATIONAL LITERATURE

## THE NEED OF BALANCE

**T**HE need of education is balance, the stretching of one hand towards soul, and of the other towards the body. We have had too much training for "success in life," with the emphasis on success, and life ignored. What we need is, not training, but culture; not for "life," which is a fiction and a disease of the modern mind, but for living, which is the ancient and only worthy occupation of participants of the divine vitality, that leads away from the narrow harshness of departmentalized training to the large graciousness of harmonious culture.

There are two kinds of culture, internal and external. Gibbon declared: "Every person has two educations, one which he receives from others, and one, more important, which he gives himself." We need both, but we have had to be content with the external, with the medieval fallacy of interpreting the word education backwards; cramming in, instead of a drawing out; with the result that, instead of a wide distribution of pure nourishment, human and healthy, we have mainly produced a kind of mental Strasburg pie—inhuman and unhealthy. We have acquired sharpness, cunning, acquisitiveness, civilized sublimations of our jungle days and our "ape and tiger" heredity. We have dropped the other-world ideal and other-world patience of the "antiquated" East; we have planked down our education "right here," speeded it up, put "ginger" in it; and we have not had time to laugh, a vast, ironical, guilty and repentant laugh, when, recently, we offered to the world, as the supremest prize of European education, a European war.

R. ROBERTS.

## SCHOOL ATTENDANCE

**R**EGULARITY of attendance and punctuality must be established according to the law of habit-building. That is, by repetition until the act becomes automatic. When this particular habit is not well established, waste results—waste of absentees' opportunities, waste of the regular attendants' rights, waste of the public funds spent on education. The persistent truant affords no index of a teacher's discipline, and he should be removed from the class and placed where he can receive individual study and care. But no teacher can be considered a successful or satisfactory disciplinarian in whose class occurs unwarranted absence on the part of any considerable number of pupils, because it means that the teacher is failing to develop an essential habit and is not teaching children to give an honest return for public expenditure.

"One cause of truancy and lateness lies in the failure to provide interesting and useful occupation immediately upon the child's arrival in school. Other causes are harsh and unjust methods of control and the bad example set by the

teacher's personal habits of attendance and punctuality. The remedy lies in the removal of the cause, and by encouragement and praise, as well as appeal to honor and emulation and other noble incentives."—Manual for Teachers.

## MENTAL TESTS

**T**HIS fact is that the Binet tests do not measure intelligence at all. They measure quickness of response, which is an entirely different thing. Intelligence means mental power, and power is the product of force and velocity. . . . Increase of power is the product of powers already in existence, and the Binet tests are simply measurements of one of the factors of the powers which are developed by special training. These tests are valuable for the purpose for which they are intended, but there is a vast amount of misinformation contained in the literature in regard to them. There are mental levels, but the Binet tests do not find them."—Casper L. Redfield.

## FUNDAMENTALS OF EDUCATION

**F**ROM the present standpoint, education may be described as a process of initiating the individual into the life of the community. Unless the individual can secure an insight into the aims and purposes of others, he does not fully participate in the life of the community. . . . It is this widening of the horizon that gives life and gives it more abundantly. Since this larger and richer life is conditioned upon the understanding of our social environment, it would seem to follow that educational values may be compared on the basis of the degree of insight which they afford into the doings of others.

"But the spirit in which the questions of the future will be adjudicated is determined by what we do now. In large measure we can decide whether or not the ideals of the next generation will have a genuinely social quality; whether business, politics, craftsmanship, are to be regarded primarily as means to personal advancement or as different forms of a common life. To achieve this transformation in the ideals of the business man, the politician, the craftsman, is the legitimate and necessary function of education. If every member of the community can be made to feel his responsibility for the common welfare, adjustments will be made intelligently and our ideals will prove themselves equal to the emergencies that the future will bring forth.

"If education is to discharge its rightful function of leadership it must clarify its guiding ideals. The present is full of opportunity. Education has assumed a magnitude and importance that it never had before. The position of leadership has been thrust upon it. It has become in an emphatic sense the guardian of the future.

**The Light**—By Catherine T. Bryce. The Atlantic Monthly Press. Pages 56. Price 65c.

Whether as a teaching device or an inspiration to realizable ideals pageantry is coming into its inheritance. "The Light" is an educational pageant, featuring the steps in the race's progress. The services of the school and the meanings of education to a community are pictured in story and dramatic setting. Among the characters are a "city father," Strong Arm, Fleet Foot, Rush, Daring, Hiawatha and Indians, Greek youth and maidens, Feudalism, the Dame School, Lincoln, Washington, etc. The story is full of dramatic incident and opportunities for pupil participation. It is a telling appeal for public confidence in the school and education, and ends with the declaration: "I will give more, and more, and more, that my children may be educated in the knowledge and practice of democracy," and make certain that "government of the people, by the people and for the people shall not perish from the earth." It is accompanied by suitable music. The publishers announce that they are ready to furnish free of charge, directions for presentations, on all orders of five or more copies of "The Light." Already it has been used in a number of California schools.

**The Puritan Twins**—By Lucy Fitch Perkins. Houghton Mifflin Company. Pages 183. Price 88c.

There has been frequent occasion to note the richness of the field of children's literature in the present day and the high character of the authors. No section of our country is without its setting for children's stories. But none is more fertile of incident and picturesque accompaniment than the early colonial regions with their simple joys, their perils and their stirring incitements. The early New England life seems to have a perennial interest. Mrs. Perkins is a story-teller par excellence. In the Puritan Twins she is at her best. No trait of childhood or neighborly character, or the ever-present religious reference or habits of industry but finds a place in the telling. No youth-remembering adult, must less child, having begun the story, will be satisfied to lay it aside. The illustrations by the author are fitting and suggestive. Among books for children "Puritan Twins" must henceforth have a place.

**The Book of the Great Musicians**—By Percy A. Scholes. Pages 125. **The Listener's Guide to Music**—By Percy A. Scholes. Pages 106. **A Musical Pilgrim's Progress**—By J. D. M. Rorke. Pages 94. All come from the Oxford University Press.

The first two are companion essays by the same author, and concern the education for music appreciation. The "Guide," accompanied by a 40-page manual for teachers, is written primarily for that large group of us, "the non-musical lovers of music." Both books, however, have this rise, and growth of a music sense into personal appreciation as their theme; the one explains terms and forms—the principle of design in music, the smaller instrumental compositions, the sonata, the fugue, the song, oratorio and opera, the orchestra and typical orchestral combinations, ending with an historical

chapter on "the Chain of Composers"; all illustrated concretely with the types of composition represented. The "Book of the Great Musicians," whose purpose is the same, after a dissertation on early music, folk music, virginal music, Elizabethan music, etc., comprises appreciations of Purcell, Handel, Bach, Haydn, Mozart, Beethoven, Schumann, Chopin, Grieg, Elgar and Macdowell; and the characterizations are so fascinatingly written that the reader must perforce grow into their spirit. It is distinctly a children's school text. At the end of each chapter is a list of "things to do," to make the story-music real. It's a charming guide.

The third book listed is unique. It is really the musical autobiography of one who had neither knowledge nor love of music until manhood, who describes himself as an "outsider," and, after years, "unable to compose a page of music." He admits that, as with Chinese, music must be learned in childhood if it is to be as native to one. Yet his early deficiency and, one should say the later heights to which he climbed, have led him, not to his confession, alone, but to his creed: give every child a chance to feel good music, even if he can't produce it or compose it. He came to himself, first, upon hearing Chopin's Funeral March (and he bought a violin!); then others of the Chopin collection (then a player-piano!); then Wagner, and Debussy, and Tschaikowsky, and Beethoven. The recital seems so scanty, but the growing exaltation is superb. It is a thoroughly inspiring story. Not a word in it that isn't hopeful. It pictures the growth of a soul. The language is music; but the life is the life of manhood in the making.

R. G. B.

**Music Appreciation: Taught by Means of the Phonograph**—By Miss Kathryn E. Stone

Published by Scott, Foresman & Co.

Those erring ones who still say that there is "nothing new under the sun" have certainly not come under the influence of this exceedingly attractive little book by Miss Stone. Through it the child of today is inducted, by the use of the phonograph, into all the pleasurable mysteries of music appreciation without being compelled to undergo the tedium, if not the torture, of the older methods of instruction in what became esthetic enjoyment for the gifted few who managed to survive the process.

It has long been felt that the adaptation of the phonograph to school use waited only upon the securing of a systematic collection of material to which school administrators and teachers might turn for guidance in planning their work. Miss Stone's book, which presents a progressive series of graded lessons for all parts of the elementary school curriculum, is a direct response to that situation and removes the difficulty heretofore existing. It provides a flexible course of "listening lessons" adjustable to the needs of schools, large and small, urban and rural. Beyond the record selections presented in the set for each grade, the author has inserted teaching helps of rare excellence, and lists of "correlative songs." The text also contains condensed chapters on the development of music, folk songs, national songs, instruments of the orchestra, great composers, and famous artists—material that cannot otherwise be col-

lected without much labor and expenditure of time.

So it is that this small volume impresses one again with the thought that the modern child is living in an environment in which drudgery as related to instruction is being superseded rapidly by pleasure giving, motivated, incidental processes of nurture. Thus does the child grow into his cultural, social inheritance. A. J. C.

**Chants de France**—By R. P. Jameson and A. E. Heacock. D. C. Heath & Company. Pages 148. Price \$1.40

This little collection of 60 patriotic and popular songs emanates from Oberlin College, that for two generations has led higher institutions of learning in the development of music appreciation and the teaching of music. The authors are, respectively, professor of modern languages and professor in the conservatory of the college. The music is arranged with piano accompaniment and includes solo melodies, duets, quartets, and single voice parts, with chorus. There is an admirable characterization of authors and composers, and a classification by themes into nine main groups. For the use of French students and for popular programs it would seem to be a timely publication. It is distinctly a popular collection, of patriotic and national (including Canadian) songs, modern romance music, military music, Christmas carols, rounds, etc. The publication is one of the very successful Modern Language series of the Heath House.

**Taquigrafía de Gregg**—By the Gregg Publishing Company. Price \$1.50. Ejercicios Progresivos en la Taquigrafía de Gregg. Price 50 cents.

The first Gregg Shorthand book to be adapted to the use of the Spanish language was made by Señor Camilo E. Pani in 1904. Since that time the book has had wide circulation. Various suggestions have come to the publishers from teachers, expert stenographers, and others. These have been investigated and those found to have been of importance have been incorporated in the book.

This system follows the English very closely, a few modifications being made to meet the requirements of certain sounds peculiar to the Spanish language. There are a few extra ticks used to indicate peculiar consonant sounds. On the other hand, the series of characters used to express vowels is somewhat simplified, for the beginner, the Spanish vowels being more simple than ours. So similar, in fact, are the two systems, that a person with a knowledge of the English Gregg system and a knowledge of the Spanish language should be able to use it with ease after brief study of the text.

Each chapter contains, in conjunction with the particular topic of the lesson, a general exercise, vocabulary, list of convenient phrases, reading and writing exercises.

"Ejercicios Progresivos en la Traquigrafía de Gregg" is a supplementary exercise note book. F. Y. H.

**Popular Studies of California Wild Flowers**—By Bertha M. Rice and Roland Rice. Regular edition, \$2.50; De Luxe, \$6.00.

The Rices, mother and son, are founders and

directors of The Outing Farm, a summer camp for city children, near Saratoga. They are lovers of wild beauty, the mountains, the sheltered valleys, the plant-bordered streams and the flower decorations of them all. The little book has text and (photographic) illustrations of some thirty wild flowers characteristic of California. No attempt is made to include (as an appendix even) a typical, much less a complete, list of the thousands of native species. But the few studies reported have been made con amore and reveal a fine and sympathetic insight into both the processes and charm of nature's artistry. Woven into the descriptions are numerous historical references, the legend and folk-lore of flowers and their universal appeal to all gentle natures. The influence of the authors in the organization of study clubs among children who, in successive seasons, have enjoyed this Outing Farm, constitutes one of the most beautiful services, to which should be added mention of Mrs. Rice's work as director of "Wild Flower Day" at the P. P. I. E. and her long connection with the annual State exhibit. As a part of the movement for the conservation of the State's natural beauty the book is a most effective contribution.

**The Palmer Method Spellers**—By Ida Coe and Charles Harper. The A. N. Palmer Company. Eleven parts for Eight Grades.

This system is a combination of script and spelling, quite as much attention given to the one as to the other. Both are an exclusive Palmer method. The words for spelling are carefully graded, said to "include only words that are found in the vocabulary of the average pupil." But in the aggregate the words number several thousand. There is no surface evidence that spelling lists as a result of investigation have been regarded. There is no indication further of the way by which the makers arrived at an estimate of what words belong to the "average vocabulary for any grade." There are 180 lessons for each grade, every fifth and every twentieth lesson being used as a review; and each lesson comprising, for the primary classes, two or three new words, increasing up to six to ten words in the higher. The method uses visualization and motor action for correct impression and expression, respectively, in a perfectly normal way. There is no rational ground for expecting any one to spell an English word in the absence of a clear vision of the word in whole and in part. And for all current usage, the writing of the word is almost the only requisite. Any correct expression of either words or ideas of experience must follow the impression, and the Palmer Method uses the principle intelligently. The series is conveniently arranged in separate manuals, and its mechanical execution a bit of artistic presentation, in both the Palmer penmanship and the typography of words. It is all so simple that few instructions for its use are necessary. To one familiar with the system of script used, the teaching of the spelling offered should present no difficulties. Its virtue lies in its consistent method.

**The Training of a Secretary**—By Arthur L. Church. J. B. Lippincott Company. Pages 194. Lippincott's Training Series comprises volumes on librarianship, insurance, salesmanship,

newspaper work, the stage, electric railway service, medicine, forestry and now, secretarialship; all "for those who want to find themselves." The secretary has come to be a necessary functionary in every considerable enterprise, whether it be a scientific society, a Chamber of Commerce, a Y. M. C. A., an industrial corporation, a governmental body or busy philanthropy. The duties are various, often onerous, sometimes of determining influence. There are needed diversified knowledge, resourceful initiative, an orderly habit, business acquaintance and a suave and adaptable skill. The mechanics of secretarial work, accepted forms of records, filing devices and their efficient use, and the relations to other officers are treated succinctly but in considerable detail. Brief sketches are given of notable secretaries in business and government. It is a thoroughly useful manual for those interested in secretarial and clerical service.

**Dangers and Chemistry of Fire**—By Clarence Maris. Prepared under the direction of Vernon M. Riegel, Superintendent of Public Instruction for Ohio. The F. J. Hur Company. Two books, for Primary schools, 78 pages, and Grammar schools, 87 pages.

This is a timely publication by an authority who understands not only the dangers of fire but the urgent need for educating children as well as the public, to its right use. There are 40 lessons in each book. The primary and advanced are much the same, of course, as to topics, but more fully treated in the latter. Almost every conceivable phase of the fire-danger is considered and in carefully chosen phrasing and illustration. The use of matches, home fires, stoves, gas, the Christmas tree, garages, electricity and wiring, school fires and fire works, is passed in review. It is a very practical presentation of an important present-day interest. To both property and human life, the annual loss by fire is enormous, and its prevention so easily lends itself to teaching. The fire drill, fire day in the schools, the warning from fires in current happenings, the service of the fire department and literature upon the subject may all be used to make conscious the intelligent care that prevents dangerous fires. Here is a text demanded by the times if not by the curriculum. Those schools that observe fire-prevention day will find this a usable manual for the teacher's desk.

**The Herford Aesop. Fifty Fables in Verse**—By Oliver Herford, with preface by Prof. C. H. Thurber. Ginn & Company. Pages 90. Price 52 cents.

There are literatures that have an endlessly recurrent interest: children's stories, no less than Homer and Shakespeare. Such creations constitute a culture inheritance to which every individual is entitled. This inherited participation calls for no court decision nor intelligence test. The appreciation is direct and needs neither analysis nor learned criticism. Maybe this is the test for all enduring literature. It is particularly true of the great productions for children. Aesop's Fables are a case in point. Innumerable editions of Aesop have been published. It rivals the Bible in distribution. But

recently there was published the Fables complete in a beautiful volume, artistically illustrated, and in a faithful translation of the original prose. Now comes from the press of Ginn & Company The Herford Aesop, comprising 50 selected fables, in verse. And it is such verse, simple but charming as to call from Dr. Thurber, the complimentary statement: "Aesop wrote what we call fables, a fable being a story which can't be true but which may teach a great truth. Aesop could do that sort of thing well, but I am not sure Mr. Herford doesn't do it even better," and the reading will show that "you have taken very pleasantly a dose of good common sense, of which most of us need more than we ever get." As presented in clear and easily intelligible English, the stories may well be used all through the elementary grades, for either reading or recitation or story-telling. A recognition of the value of this Aesop in Verse will be apparent in its use.

**Teaching to Think**—By Julius Boras. The Macmillan Company. Pages 289. **The Technique of Teaching**—By Seldon E. Davis. The Macmillan Company. Pages 346.

Here are two distinctly professional treatises, but of unlike type. The one is doctrinal, the other normative. The one is an estimate of educational values, the other concerned with the teaching procedure. Both, however, deal with teaching. The former finds the objective in a particular mental effect, the latter in the manipulation of certain instruments. That emphasizes learning, this, teaching. Both are sensible treatments of their respective theses. Mr. Boras gives the main purpose of his book "to discover the principal types of thinking which are required in every-day life, and to indicate practical ways and means for their development in the ordinary school." Of the "Technique," it is said "the professional purpose is to analyze classroom activities . . . to afford opportunity for intelligent evaluation of procedures in common use, and to suggest as diversified methods of presentation as the limits of one small volume render possible." Method in six fundamental subjects is discussed in concrete terms. The heading of the first chapter gives title to the book. Three hundred pages are given to subject methods of teaching. Approximately half the book is devoted to English, from spelling to literature; and more than three-fourths, if to this subject the arithmetic be added. The suggested devices seem practical.

The headings of chapters in "Teaching to Think" only faintly suggests the rich treatment of a dozen topics that follows. For each a problem is set to whose solution the chapter is devoted, each chapter ending with a list of ten to fifteen "thought exercises," fitted to the problem and thought provoking. Illustrations cited and references to literature and history and science and industry are many and ingeniously used. Throughout it is a text for the thoughtful and for those who are sufficiently alive to take on new growth. It is a teacher's book.

**The annual meeting of the National Education Association** will be held in Boston, July 2-8.

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## NOTES AND COMMENT



**The National Federation of Music Clubs** with 200,000 members and 1100 affiliated societies, announces as its first and most important undertaking for the coming year, the encouragement of music in the public schools; this is in "recognition," in the opinion of its president, Mrs. John F. Lyons, "of the universal and practical value of music." It is encouraging to note that Mr. Glenn H. Woods, Director of Music in the schools of Oakland, is to co-operate with the State Board of Education in promoting the study in the California schools. Mr. Woods has been granted leave of absence by the Oakland Board of Education. In this connection it may be added that, should parents object, rhythmical dancing has been barred from the schools by decision of the Appellate Court.

"**Motion picture theaters** have done more for the cause of good music than the Government of the United States."—Victor Herbert.

"**Music is at the same time art**, recreation and sociability. It is obviously much needed in the country. Among the Greeks it was made a part of the training of every boy, because they believed that it harmonizes the soul. It draws people together—unites them in thought and feeling. At its best, it is a common medium in which spirits blend. In the home it does much to maintain the family harmony. It makes a definite contribution to the home, to individual training, and to the social life of the community."—Henry S. Curtis.

**General Pershing has ordered** the establishment of the Army Music School at Washington. Its purpose is "to give courses of instruction in music, both practical and theoretical, elementary and advanced, to student bandsmen; to advanced instrumentalists (soloists); and to student band leaders; to standardize and perfect band music and to supply trained personnel," with the object of "making army music comparable to that of the finest organizations of the country." Walter Damrosch has offered his assistance.

**Bulletin 1921, No. 9**, of the United States Bureau of Education, records the "Present Status of Music Instruction in Colleges and High Schools in the United States." The value of music study as a means of education is being increasingly recognized. Of 419 colleges (not including junior colleges), 194 allow two or more units of entrance credit; 232 colleges allow credit for music toward the bachelor's degree. In California, 11 of the 12 colleges reporting, grant two or more units of entrance credit, and 6 count music for the bachelor's degree. Of the 27 high schools reporting from California, 10 offer required courses in chorus, 18 elective chorus and 25 courses in assembly singing. There are re-

ported, also, 21 boys' glee clubs, 22 girls' glee clubs, and 11 mixed clubs; 21 orchestras are reported, and 16 bands. Most of them entitle the students to credit. In these same high schools are offered 21 courses in harmony, 21 in music appreciation, and 15 in music history, for most of which credit is allowed. In credit for applied music—piano, violin, other strings, wind and vocal—California leads among the 36 states reporting. Seventeen of the 27 schools own and loan the orchestral and band instruments; 9 bear the expense of applied music, and 17 credit outside study under approved teachers.

**The Library of Congress** has a collection of 20,000 librettos, said to be the largest in existence. The collection of Chamber Music is exceeded by that of the Royal Library of Berlin only. Beside, there are 7000 vocal scores, 3000 full orchestral scores of operas, and hundreds of autograph scores of representative musical works by American composers. The music division contains an aggregate of 822,000 volumes, pamphlets and pieces.

**The player-piano, phonograph** and phonograph record are said to have little recognition in music collections among institutions. Mechanical devices are found mainly in the Middle West or Far West.

**It is said that President Harding's** favorite musical instrument is the harp, and among the White House musical events are the harp recitals.

**Early in the winter, Mitchell, South Dakota,** public schools held a music memory contest for two months, the course closing with an examination and the awarding of prizes.

**Among the accompaniments** of the Great War and after, are the Music Memory Contests. Within six years more than 200 cities have held these contests. It has become a National Campaign in which "all the children of a city attempt to become so familiar with a list of compositions of standard composers that they will be able to name them when they hear them and give the name of the composer." Supervisors, Music Clubs and Community Service Bureaus join in the movement. The purpose is to "arouse the interest of communities and to develop an appreciation of music in the children," and reach the masses. The lists comprise 50 numbers from which a school selects not less than 30 for study, with the playing of parts, at least, of 20. In these contests the co-operation of the movies, hotel orchestras, music clubs, neighborhood parties, newspapers, libraries, is sought. Correlations are made with other subjects in the school course—especially history, civics, geography and literature. The list comprises 45

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instrumental compositions, 17 songs and selections from a half dozen grand opera compositions. Sherman, Clay & Company has just issued a list and manual for such contests.

**March 20, there was held in Nashville,** at the George Peabody College for Teachers, a Music Supervisors' National Conference, being the fifteenth annual session. There was a distinguished list of speakers—W. L. Tomlins, P. P. Chilton, Dr. Curtis, President M. L. Burton and others.

"The development of a high degree of appreciation is one of the great problems of the leader in the music world. It is not sufficient for a pupil to know fine music, though, of course, knowledge is essential. It is not sufficient for a pupil to enjoy fine music, for all the pleasure that capability affords. It is not sufficient for a pupil to be able to say sincerely, 'I love fine music.' He must use fine music."—Edith L. Hildebrandt.

**"Education in America is too literary.** Less attention ought to be given to history, geography and literature and more to an appreciation of the arts, especially music. If education is a preparation for complete living, and this is its most commonly accepted definition, much is lost by a failure to emphasize music. Music is one of the fine arts and deserves a high place in our educational system."—Professor A. B. Clark.

**In education for character** "dramatic and musical work plays a large role in the life of the school. All the better if the plays which are acted and the accompanying music are written by the school, by individual pupils or by the class as a whole. Both words and music may well be contributions of pupils, who often rise to the demands of the occasion in a surprisingly creditable manner."—Frank Chapman Sharp.

**It may not be known generally** that there has been worked out by a committee of the State Conference on Rural School Music an Outline for Rural Schools. It is yet only type-written, but may be had by application to Mrs. Margaret S. McNaught, Commissioner of Elementary Schools, Forum Building, Sacramento. It gives the course in detail for one-room schools (the eight elementary grades), for two-room schools (grades I-IV and V-VIII), and for three-room schools (grades I-III; IV-V, and VI-VII-VIII). The selection of songs and method of instruction are based on the Teachers' Manual, State series, but using 101 Best Songs, Dann Junior Song Book, Laurel Music Reader, Foster Folk Songs, Riley and Gaynor books, Congdon books, Progressive Music Series, etc. Special attention is directed to tone-deficients, or monotones. The Outline is quite adequate to form a basis for improved music instruction in rural and village schools. The Music Supervisors' National Conference also has worked out a very acceptable course of music for city school grades.

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**Children's Exposition Week**, April 8-16, in Los Angeles, will include a comprehensive exhibit of school music; organizations from a number of high schools; a prize competition among high school bands (as many as 42 pieces in some of them); the fanfare band of the Boy Scouts of the city; music as conducted in the elementary grades of city schools, and the large band of the Hollywood American Legion as the official band giving day and evening concerts.

In our immersion in merely local and California affairs, it should not escape notice that the Pope's Sistine Chapel Choir, under its own director, is to make its first tour away from Rome, visiting Australia and the Pacific Coast, and will be heard in San Francisco, and possibly elsewhere in California, and in certain Eastern cities. The choir comprises fifty-four members, including twenty boys.

The words of the California State song, "California, Sweet Homeland of Mine," were written by Mary Lennox. The California Federation of Music Clubs has announced a prize of \$100 for a suitable music setting. The contest is open to experienced composers who are citizens of the United States who have resided in California for at least one year. Among the members of the Federation it has distinguished sponsors, and the effort should result in a song of real musical value which all will be proud to sing. Let us hope so.

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The National Week of Song, Washington Day, February 19-25, was not so generally observed as the importance of music to the schools would justify. Maybe the recent increase in the number of "school weeks" begins to pall on teachers and school executives. There are more or fewer systematic exercises that must be followed by those in charge, if the education of the schools is to issue in integral results. The enthusiastic support by friends of the school must regard the whole effect upon pupils, not spectacular displays only. Yet music deserves far more consideration than, outside of a few cities, it has received in California. Much is to be expected from the proposed co-operation of Mr. Glenn H. Woods with the State Board of Education in order to improve the music teaching.

W. Otto Messner, well known educator, musician and composer, says: "Music has become a foremost factor in education because it affects all school life. It keeps children's minds alert and inspires pupils to do better work. It is inspiring to the teacher to see them come from assembly singing or from the music pe-

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- Hayes's AMERICAN DEMOCRACY
- McPheeters, Cleaveland, and Jones's CITIZENSHIP DRAMATIZED
- Stratton's PUBLIC SPEAKING
- Knickerbocker's PLAYS FOR CLASSROOM INTERPRETATION
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## Young People's History of The World War

By LOUIS P. BENEZET

*Superintendent of Schools, Evansville, Indiana*

The book sets forth graphically and in a style suitable for pupils in the *upper grammar grades*, the story of the World War. These children were not old enough in 1914-17 to realize what it was all about. It is essential that the youth of the nation should realize the tremendous lesson of the War. In a sentence it is "It must never happen again."

"We are playing falsely with the nine million dead—the flower of the young manhood of a dozen nations—if we fail to keep before the minds of their young brothers the glorious story of their sacrifice and the awful needlessness of it all." From the author's preface.

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riod filled with new energy and eager to apply themselves to their studies." As Director of Music in public schools and president of the Miessner Piano Company, Mr. Miessner has made a special study of music in its relation to all school work. Mr. Miessner is the originator of the small piano for schools. His new, improved Monogram is used in schools throughout America. It is doing much to develop school music and to gain rightful recognition for music as a foremost factor in the educational system of the country. Mr. Miessner's Monogram is about half the size and weight of the standard upright. Its small size serves to emphasize the remarkableness of its big, beautiful tone, which compares favorably with the tone of a grand piano. In addition to its regular school catalogue, the Miessner Piano Company has prepared a unique and interesting 32-page book, "A Hundred Ways to Raise Money." This book gives complete plans which have been tried successfully by hundreds of school teachers. This book and the Monogram catalogue can be obtained free by writing to The Miessner Piano Co., 228 Third St., Milwaukee, Wis.

The eleventh season of the Young People's Concerts of Berkeley will open on March 27. These concerts, given under the auspices of the Berkeley Board of Education, are under the direction of William Edwin Chamberlain. All concerts are given in the afternoon, immediately after school. The pupils of the McKinley, Le Conte, John Muir, Emerson and Willard Schools will attend concerts at the Willard School Auditorium, while pupils from other schools will hear the same concerts at the High School Auditorium. The San Francisco Symphony Concert will be given at Harmon Gymnasium. These concerts have a real musical and educational value, and provide an unusual opportunity to the young people of Berkeley to enjoy some of the best musical attractions.

"Music Memory in Schools" is the title of a 32-page booklet, which offers suggestions to teachers for correct correlation of music with other school lines. This booklet is prepared by Mrs. Evelyn McFarlane McClusky, Education Director of Sherman, Clay & Company. It is published by Sherman, Clay & Company of San Francisco. An enumeration of the chapter headings will serve well to give an idea of the scope of the work. The chapters include "What is a Music Memory Contest"; "Selecting the List"; "Suggestions for the Guidance of Committee and Teachers"; "Phrases Pertinent to Composers"; "List of Compositions"; "Correlating with American History"; "Stories and Incidents Relative to the Compositions of the List." The author points out that music study may be enriched and glorified if connection is shown to the other school subjects. Relation of people in other lands to our own come under the pupils' observation. The price of the book is 15c.

During the last week in March the Federated Music Clubs in Los Angeles held a gala Music Week, in which practically every club belonging to the federation participated. The churches took part under the Chairman of Church Music

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of the National Federation of Music Clubs, and the schools under the direction of Mrs. Emma M. Bartlett, Chairman of Public School Music in the Federation. The local clubs, also, had their special director. The purpose of the meet was "to impress upon all citizens the importance of music in civic life."

"The love of music is innate and universal. Using it in an appeal to the interest, imagination, concentration and discrimination of the child's mind, the purposes of education are served. To this may be added the invaluable by-product of forming taste and love for the most beautiful of the arts as a personal equipment for life's enjoyment."—The Victor.

"The Music Club can co-operate with music lovers and with workers in any line of musical activity and form a civic Music League. It can arouse public opinion and further the work of school supervisors. The federation of Music Clubs aims to put more and better music into the schools, to secure recognition of music as a credit study, to improve the training of music teachers and to help toward securing better musical equipment."—Frances E. Clark, Music Supervisors' Journal.

**Under direction of** Mrs. Mary McCauley, Miss Ethel England and Miss Eva Levy, the San Francisco Teachers' College maintains courses in sight reading, part-singing, practical keyboard harmony, appreciation, as well as in practical training of student-teachers to teach school music under the method of the State Series texts and class leadership. All students, not specifically disqualified by deficient musical ear, have experience in teaching for at least 26 weeks and in many cases much longer.

For two years past there has been maintained a special department for testing congenital gift or deficiency and in training students to do so; and also for testing the acquirements of the mechanics of note reading, etc. This work is in charge of Dr. Esther Allen Gaw. The tests for congenital talents and deficiency have been standardized by records of many thousands of persons tested. It has been found that about 25 per cent of humanity possesses superior musical ability, from 5 to 15 per cent are so deficient as to make their training as teachers impossible or impracticable. Of 200 students admitted to the Teachers' College last August from the high schools only 8 per cent were what is called musically superior. There were 3 or 6 per cent so deficient congenitally that musical education is impossible. Probably 15 per cent should be considered undesirable as teachers of music, leaving 85 per cent who are educable in different degrees. The information tests to determine acquired knowledge of the technic showed a somewhat deplorable condition. Only 11 students entered from the high schools qualified in note reading and singing, which represents completion of admission standards.

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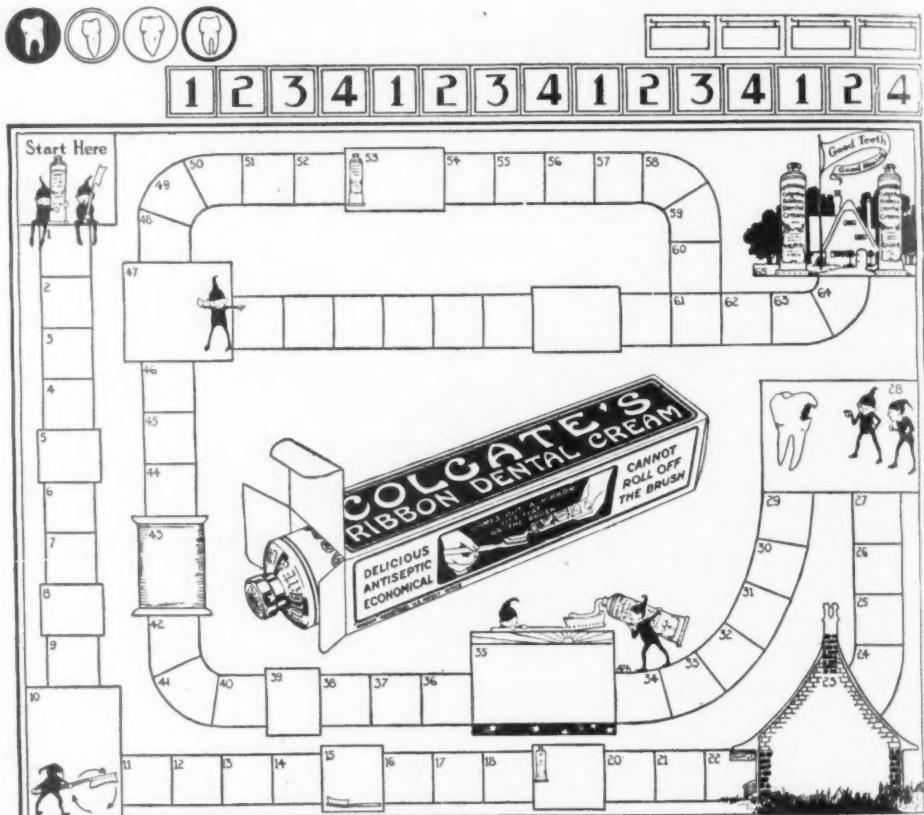
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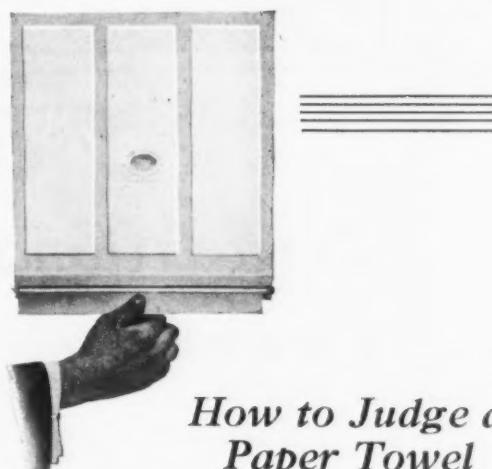
Pomona, a typical urban community, of relatively small size, yet maintains in its high school of less than 1000 students, one of the strong farmstead courses. A number of farming and stock ranches and orchards are used as outside laboratories, and instruction in school is supplemented by home projects that have been remarkably successful. At two neighboring Fairs, Pomona boys with pigs took first and second prizes; and for a term examination gave careful description of their feeding and its cost. These boys know good stock, and are learning how to produce it. Besides they are learning, what is better, intelligent foresight, self-reliance, the chemistry and cure of soils and the practical aspects of biology, discriminating values, markets, and something of the pragmatics of living. They may not follow ranching as a career, but they will be the better for having had an abiding interest intelligently followed to a profitable conclusion.

**Concerning the use of the Bible** in American public schools, of which mention has been made in these columns, it is to be noted that in nearly half of the states its reading is a common practice, either required, as in Massachusetts, New York, New Jersey, Tennessee and Pennsylvania, or permitted, without comment, in a score of them. It is prohibited by law or by judicial decision in a dozen others. In five states and a few cities in other states provisions have been made to encourage the study of the Bible by giving school credit for such work satisfactorily accomplished. As stimulating youth to such study, part of the general movement in a number of states, college credit is accorded, as in State Teachers' College, Greeley, Colorado, for work done. Instruction is given for an hour in a Sunday School. Nine denominations have joined in the undertaking, including Protestants, Unitarians, Catholics and Jews. All teachers are appointed by the respective ministers, subject to their approval by the College Director of Bible Study. The examination tests, also, are prepared by him. Similar arrangements have been made in Indiana, Virginia and one or two other states. What is the judgment of our California principals on the wisdom of such privileges?

**At last California is to have made a survey,** location and classification of school lands. Knowledge and record of these lands are scattered throughout the several counties; and there has been no authoritative judgment as to their ability or value. They mean next to nothing, now, for the schools, though they were originally supposed to constitute a part of the school fund.

**San Francisco reports a banner school:** 100 per cent Grade Teachers' Association; 100 per cent C. T. A.; 100 per cent N. E. A., and 100 per cent Red Cross. How many other such schools are there in the State? Miss Ida Kervan is Principal.

**The Minneapolis Journal** did a very unique piece of school publicity work recently. Miss Kathleen Flynn, a reporter, spent one day in



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each grade as a pupil, doing the successive exercises on the regular program, reporting her experiences, in a series of nine articles. Mr. George H. Adams, Editor, will respond to inquiries concerning the study; but disclaims credit for the idea in favor of Miss Elizabeth Hall, Assistant Superintendent of the Minneapolis schools. It was an experiment that would seem to be worth trying in some California systems.

**Not the education of girls only,** but the higher education of women has made remarkable advances in a quarter of a century. There are women who are scholars in the strictest meaning of the term. Yet a recent report by a committee of the American Association of University professors lists 29 colleges for men, with 2000 faculty members but two of whom are women. 14 colleges for women only have nearly one-third of their staffs men, and of 104 co-educational institutions, with 31 per cent of their student women, but 4 per cent of the full professorships are held by their sex.

**Provision has been made for a demonstration** elementary school in Berkeley to be administered jointly by the Board of Education and the Department of Education of the University. It will be used mainly for the study of teaching problems in the grades, and for the practical training of principals, supervisors and other school executives. For several years the department has maintained the University High School in Oakland. This is now to have a separate and new building at an estimated cost of \$700,000. Alike in school architecture and in teaching management, it is designed to make it a model instrument for education.

**New Jersey County Superintendents** are paid \$1000 each annually. One hundred and nineteen city superintendents receive \$3000 and upwards. The state has approximately 18,000 teachers and pays the State School Commissioner \$10,000.

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educated for the purpose of making a decent living and for the sake of winning distinction in one's individual line of work, is altogether a worthy and laudable ambition," saying, "It puts the marrow in the spine of a people": qualifies the sentiment, wisely, by saying: "There is a danger, however, in this intense specialized education. It is liable to produce single-track minds. Through it the spirit may become atrophied to the larger and more permanent joys that spring from a liberal education. In reality the best office of a technical training is to provide the means and money in after life for appreciating the loftier treasures of a well-stored mind. This is speaking from the individual, not from the community viewpoint. Communities but for the labors of the trained technician would soon lapse into the desuetude of Bolshevik Russia."

All of which would seem to be a sentiment to which every far-seeing meliorist might subscribe. A merely technical training that leaves out a consideration and practice of one's larger human relations is of doubtful advantage.

**Parent-Teacher Association, take notice!** Mrs. Arthur Watkins, executive secretary of the National organization, has accepted an invitation from Columbia University to conduct a three weeks' course at the 1922 summer session. It will cover the principles and practices of the organization's work, and credit will be given those who successfully pass the course.

**The city of Rochester is planning** to construct the largest school building in the world. The structure, plans for which have been filed with the supervisor of buildings, will cover three and three-quarter acres, contain 211 rooms, and include a stage as large as any theatre in the city. The cost is estimated at four million dollars.

**Notwithstanding the protests of physicians** and psychologists against the effort to correct left-handedness, the American Penman contends that "the business world is arranged for the convenience of those who write with the right hand, and teachers will go on adapting their pupils to conditions which actually exist," a sentiment of a piece that the individual is made, or to be made over, for business, not that business is to serve the individual faculty.

**Organizations for commercial education** have increased in recent years, in both numbers and influence. At the recent meeting in St. Louis of the National Commercial Teachers' Federation, there were represented, accredited commercial schools, private commercial schools, public commercial schools and the Gregg Shorthand Federation. A plea was made for instructors of "the highest type—not only in science, history, language and mathematics, but in every subject worthy of a place in a secondary school curriculum." Much commercial training is yet lacking in the cultural and general discipline foundations needed for higher secretarial and large business training, but the offerings have greatly improved in recent years.

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27. San Francisco will use the occasion, in co-operation with the G. A. R., to dedicate the new Grant Grammer School with appropriate exercises. The enrollment includes two great-grandchildren of the warrior lover of peace.

The Department of Labor Education, organized September, 1921, by the University of California Extension Division, maintains technical courses in commerce, mathematics, electricity, drawing, chemistry, physics, mechanics, hydraulics, telephony, machine-shop, wireless, engineering, etc., and in political science and economics, courses in money and banking, exchange, labor history, industrial and economic history, United States government, problems of poverty, etc. There are also culture courses, public speaking and debate, English, composition, literature, social psychology and philosophy. Here is a large service offered and widely accepted. In the Atlantic Monthly Arthur Rounds makes a serious plea for cultural education for industrials and leaders of industry. Their real need is to be taught "how to employ their long hours of freedom from work and their high income." And that this education for leisure involves "the knowledge of the gracious arts of living—literature, history, ethics, music and the like." A similar conclusion is expressed in a report of the Committee on Elimination of Waste in Industry, that "the most profound need of American business today is for men of trained imagination to guide technical processes and mechanical practices on their human side." It is further asserted that it has been proved by certain technological institutions that of their graduates "those have succeeded best who first got a rounded development of brain and character by four years of Latin, history, literature and philosophy before undertaking the specialized study of a technical profession." Maybe we shall yet learn the value of the broader training from those to whom we have thought the narrower made the only appeal. Whatever program tends to restrict faculty and to develop only a class consciousness limits both the disposition and practice of an integral citizenship.

**There is no need for any** marked divergence of views between teachers and business men concerning the purposes and effectiveness of the schools. The truth is, that business men as a body have come to realize, more and more clearly, that they must themselves, if they are to be really successful, be primarily teachers to the young men and women in their employ. Said a prominent business man recently: "A good executive is most of all a good teacher." This is not a mere form of words; it is literally true. Business operations are so complex and require such a specialized skill and trained judgment that the executive is compelled to give his people special training if he is to survive competition. —W. H. Laugh.

**The use of a single salary schedule** for teachers gains in public confidence. The Des Moines system introduced more than a year ago is pronounced satisfactory. "Given the same profes-

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In regular courses: Miss Agnes Donham, Family Budgeting; Dr. Ruth O'Brien, Testing of Materials; Miss Genevieve Fisher, Federal Agent for Home Economics for Vocational Education, Methods; Miss Nola Treat, Institutional Management; Miss Mary F. McAuley, Marketing; Dr. Caroline Hedger, Child Care; Dr. E. R. Snyder, Vocational courses and continuation courses. See Bulletin for courses by regular faculty in all departments.

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slomical preparation, the same experience and attractive personal qualities, the teacher in the kindergarten receives the same salary as a teacher in the senior high school." The minimum salary is placed at \$1200, the maximum, with annual increments of \$110.00 to \$140.00. One effect of this salary schedule is shown in the increased interest of teachers in professional study. Of approximately 700 teachers, 514 were during the school year 1920-1921 carrying on such work.

This year, 1922, marks the fifteenth anniversary of the first official observance of Arbor Day in the United States. The American Forestry Association again makes a strong appeal for its recognition by the schools. In 1872, in Nebraska, it was the State Board of Agriculture that initiated the movement. In 1885, April 22 was, by act of the legislature, consecrated as "tree planting" day. J. Sterling Morton, father of the movement in Nebraska, has become the Patron Saint of the day. Naturally, from the wide expanse of our country and the varying seasons, the exercise cannot well occur on the same date in all parts.

For California, Arbor Day comes on May 7th. It is coincident with the birthday of Luther Burbank, widely celebrated every year. The planting and culture of trees are so simple a matter in most parts of the state that the practice may well be, as it is, widely observed. Some portion of any considerable school yard should have regular tree and shrub additions. The highways would be improved and made picturesque by the addition of lines of bordering trees. Through the schools, reaction upon the homes follows such public interest. Arbor Day is no less educational than education week or book week, or thrift week, and all of them look to the future for their fruition. Moreover, with us it affords an occasion to the schools and citizenry generally, for honoring one of the state's most distinguished workers. A Burbank-Arbor Day is a combination to conjure with.

The campfire movement is a vital force in girl life. Here is the campfire financial creed:

"I believe in the United States of America."

"My opportunity and hope depend upon her future."

"I believe that her stability and progress rest upon the industry and thrift of her people."

"I will spend less than I earn."

"I will use my earnings with care."

"I will save consistently."

"I will invest thoughtfully."

"To increase the financial strength of my country and myself I will buy Government securities."

"I will hold above barter the obligations my country thus incurs."

"I will do these things to insure the greatness of America's future."

Complaint comes from certain newspapers that printers are not coming on from among the boys. They do not seem to be learning the trade. The cause for this condition is not readily apparent. Maybe too few schools offer the

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In the earliest human history salt was regarded as one of the luxuries of life. With the ancient tribes salt was so difficult to obtain that the saying, "He seasons his food with salt," was equivalent to saying, "He is rich."

*He is fortunate who seasons his food with*

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training. Maybe the friction within the fraternity deters some. Possibly the occupation offers, less than some others, opportunities for promotion. Or is it that the organization does not recognize the training offered by the few schools maintaining courses? Maybe this is the opportunity for schools to develop their courses. If principals will send in statements of what is being done in school printing, this paper will be glad to make the information public.

The enthusiasm of youth in doing and making, rather than in unattached learning, should be a constant reminder to teachers that books are not the only means of instruction. Almost as soon as discovered by scientific experts, local wireless telegraphic systems claimed the interest of hundreds of youth yet in their teens, and plants were erected whose workings reached beyond their immediate neighborhoods. They caught personal and unlicensed messages and were ultimately brought under control by the government, regulated as most public affairs are coming to be regulated in our modern life. Now comes a demand for radio 'phone regulation because active, ambitious, inquiring resourceful youth have invaded and possessed the field. Government has often intervened to fix water rights, land rights, mineral rights, highway rights and others, and now, in the opinion of administration experts, the regulation of air rights must be provided. Now governments are counseling on the means of controlling the radio phone highways and byways of the air. "The ingenious small boy is filling the air with chatter," says Secretary of Commerce Hoover. Now they are talking of "ether cops" and "air avenues" and "jazz air messages" and "Maverick wireless telephony" and the like, all because of boyhood's ingenuity and his success in doing things. Here is the "project" at its best. One method of real learning lies this way.

Zaner Method Penmanship will be taught at the San Francisco State Teachers' College during the six weeks' term, June 26 to August 4. R. E. Wiatt, Supervisor of Penmanship in the Public Schools of Los Angeles, will be in charge of the work. Courses are provided for normal students, teachers and principals. Special attention will be given to devices for securing and holding the interest of children, such as the use of the phonograph in the schoolroom, games and contests. Mr. Wiatt will be assisted by Marietta C. Ely, Assistant Supervisor of Writing, Los Angeles, and Miss Bertha Hayler, a member of the faculty of the Teachers' College.

The Journal of Educational Method has been taken over by the World Book Company and will be issued from the home office, Yonkers-on-the-Hudson, New York. It will as heretofore, be published monthly (except July and August) at \$3.00 a year.

The thirty-six cash prize awards, to be given by the Union Sugar Company and the Alameda Sugar Company of San Francisco to Domestic Science students and their teachers, will be received until April 30, 1922. This is an extension

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**Time limit extended to April 30th**


---

# \$200 IN PRIZES

*to teachers and pupils  
for best papers on beet sugar*

Judges: Maude I. Murchie, James A. Barr, Harr Wagner

The opportunity to enter this contest is still open. Papers will be received until April 30th. You get a prize without effort on your part if one of your pupils wins first place. Bring this contest to the attention of your classes. It will spur their interest in the important subject of beet sugar and its uses.

Tear out this page and read to your class and keep for reference. The contest will continue during April—but start your pupils to work at once.

#### HERE ARE THE RULES. READ CAREFULLY

Contest is open to pupils in domestic science classes of both public and private elementary and high schools in San Francisco, Oakland, Berkeley and Alameda. Contest closes April 30th. All compositions must be mailed before midnight of that date to Union Sugar Co., Balfour Bldg., San Francisco, or Alameda Sugar Co., Balfour Bldg., San Francisco.

Composition is limited to 200 words, written on one side of paper only, with name, teacher's name, school, grade or year and home address written at top of page. Papers will be marked according to grade of pupils, giving due advantage to those in lower grades.

Judges will be Mr. Harr Wagner, publisher, Western Journal of Education; Mr. James A. Barr, Sierra Educational News, and Maude I. Murchie, Supervisor Teacher-Training Courses in Home Economics, Sacramento.

Prizes will be awarded as follows:

#### 36 PRIZES, \$200.00

- 4 First Prizes, \$15 each, best essay, San Francisco, Oakland, Berkeley and Alameda Schools.
- 4 Second Prizes, \$10 each, San Francisco, Oakland, Berkeley and Alameda Schools.
- 4 Third Prizes, \$5 each, San Francisco, Oakland, Berkeley and Alameda Schools.
- 5 Next best essays \$1 each, San Francisco, Oakland, Berkeley and Alameda Schools.
- 4 Extra Prizes, \$15 each, for teacher of pupils winning first prize, San Francisco, Oakland, Berkeley and Alameda Schools.

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of one month over the time limit previously announced, and will give every girl in every Domestic Science class in San Francisco, Oakland, Berkeley and Alameda an opportunity of competing for the prizes. The awards will be made for the best compositions on beet sugar. The following are the rules of the contest:

(1) Contest is open to pupils in Domestic Science classes of both the public and private elementary and high schools in San Francisco, Oakland, Berkeley and Alameda.

(2) Contest started February 1. Closes April 30. All compositions must be mailed before midnight of April 30 to the Union Sugar Company, Balfour Building, San Francisco, or to the Alameda Sugar Company, Balfour Building, San Francisco.

(3) Composition is limited to 200 words, written on one side of paper only, with name, teacher's name, school, grade or year and home address written at top of page. Papers will be marked according to grade, giving due advantage to those in lower grades.

(4) The judges will be Miss Maude I. Murchie, Supervisor Teacher-Training Courses in Home Economics, Sacramento; Harr Wagner, publisher Western Journal of Education, and Jas. A. Barr, Sierra Educational News.

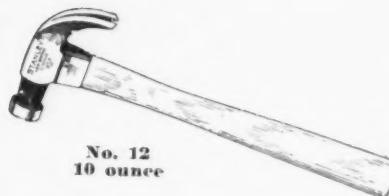
The announcement has been made that the Eighth Annual Exhibit of the wild flowers of California will be held at the St. Francis Hotel, San Francisco, on April 20 to 22. The first state exhibit was held at the Panama-Pacific International Exposition. It has become a unique and valued institution of the West. They are arranged each year, under the auspices of the Wild Flower Conservation League, an organization that has done much towards securing recognition and better protection for the native flowers and trees. One result has been the passing of a bill by the California legislature for the protection of the toyon, the native Christmas berry. These shrubs have been almost destroyed in some sections of the state through the carelessness of automobilists and others, who were unmindful in their treatment of the beautiful bushes. The object of the State Exhibit is to acquaint the public, more thoroughly, with the great variety and beauty of the native flowers, and their undeniable value to the commonwealth, hoping thereby to stimulate an interest in their preservation. Carefully gathered specimens are sent to these displays from all sections of the state. At the last exhibit in April, 1921, over 7000 San Francisco school children were in attendance. The work is directed by Mrs. Bertha M. Rice, who is assisted by many leading scientists and educators of the state. Among the patrons, all of whom are actively interested in the work, are David Starr Jordan, Luther Burbank, Ray Lyman Wilbur, Benjamin Ide Wheeler, William Frederick Bade, Dr. Aurelia Henry Reinhardt, Mrs. William Crocker and others.

The annual meeting of the Council of Education of the C. T. A. will be held on April 8, it being provided in the Constitution that the annual meeting is to come on the second Saturday in April each year.

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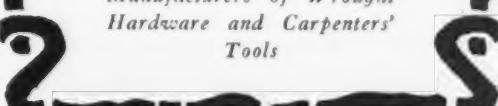
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New York City, even, is beginning to feel the need of an organization of all its teachers, a federation of school forces that can speak with authority, to unite the several hundred agencies now existing. These, of necessity, represent sections of the city, or class and subject interests, not the system as a whole. This problem in the metropolis is much the same as ours in California, the need of a 100 per cent State Association with which all local and special organizations

may affiliate and stand before the public with a united front. Never were comprehensive societies of teachers more important than today.

Mention was recently made of the movement in Indiana and certain other States to encourage Bible study among students. Now Virginia enters the list, providing for credit in high school under careful regulation.

Notwithstanding many objectionable moving pictures are exhibited, there are lines that show improvement, in both quality and cost. The Educational Film Magazine, edited by Dolph Eastman, and a distinguished assistant editorial staff, maintains 27 departments with actual productions in each, designed especially for instruction in schools, colleges, churches, community groups, scientific and other societies, etc. Among the editors are the names of Lewis M. Terman, David Snedden, Miss Charl O. Williams and Mrs. Josephine Corliss Preston. The educational film is sure to be recognized as on the text-book level and visual instruction as a basic method. The intelligent use of visualizing devices and their correlation with other teaching instruments; emotional and dramatic accompaniments of the picture exhibition; picture projection equipment; the stereograph, lantern slides, photography, slide mounting as a constructive problem for pupils, and their use to supplement the teaching of both liberal and technical studies, are coming to occupy an important place in the administration of teaching. Teachers who are interested in picture representation in instruction will find the Educational Film Magazine indispensable.

In one of the larger Middle West school systems it has been provided that "repeaters" shall be dealt with according to rule. The decision is that "any pupil sixteen years of age who does not pass in at least three subjects (gymnasium and chorus not included), shall be placed on probation at the beginning of the following quarter. Failure to maintain a passing grade in three subjects during the probation quarter, automatically drops him from school." Re-instatement may occur after the elapse of another quarter. One is led to question whether, in our modern conception of providing suitable opportunities for all, the school should not rather find some work he can do satisfactorily. Some prescription may certainly be found, in a large city system, that will retain him in school.

Los Angeles is to have a Children's Exposition, sponsored by the local Parent-Teachers' Association with the co-operation of the Board of Education, and assisted by the municipal staff, Chamber of Commerce, Manufacturers' Associations, teacher organizations and civic clubs. It is a venture of great promise.

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SCHOOL CATALOG**F. H. Meyer,  
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of 824 graduates from the Los Angeles junior high schools, June, 1921, 753, or 91.4 per cent, transferred to the city high schools; 13 others, 1.6 per cent, entered private schools, and but 23, or 2.8 per cent, took up work. A fine showing of one advantage of the new organization.

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Along with the emphasis which the modern school puts upon play and recreation, cities as corporations, also, begin to see the importance of breathing and exercise spaces for their citizens. A number of California cities have recently added to their park holdings. The latest noted in California is Modesto. An area equal to four city blocks has been purchased, which is to be improved for baseball, football, track and other games.

A thoroughly unique and probably useful little book is "Brown's Manual," described as "The Pocket Mathematical Wizard." It is a book of formulae to be used in calculations in arithmetic, algebra, geometry and trigonometry. It eschews principles and reasons and is offered as a handy collection of solutions of typical problems, methods and formulae. And it must be said it is a fairly complete presentation of the subject in vest pocket size.

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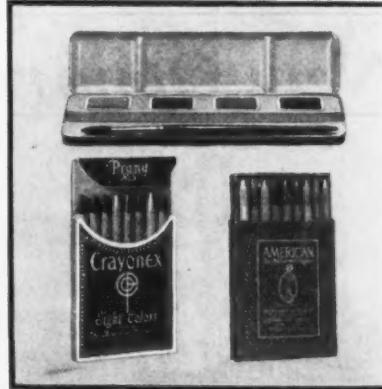
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Sensible dress for school girls appears, here and there, thanks to public discussion and the occasional good sense of the girls themselves. At the request of one such group of girls the supervisor of home economics gave them lists of what may be regarded as untidy, what is in poor taste and what immodest. Nine details were named in the first, ten in the second, six in the third. The inventory is both brief and fairly comprehensive. With the interest of girls once aroused and their co-operation, a much needed change might be effected.

Three boroughs of Greater New York have begun the organization of "Rapid Advancement" class. Thirty-seven junior high schools have been selected to try out the experiment, with exceptional bright pupils, of a chance to do the three years of work in two school years. Twelve of these are for boys only, thirteen for girls only, and twelve include both sexes. The success of the experiment on so large a scale will be of interest to all such schools, wherever located.



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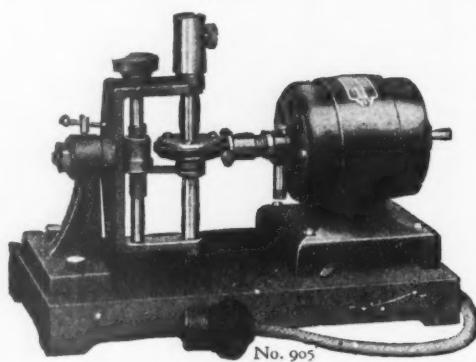
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# HOW TO CHOOSE A SAW

## *A Lesson In Outline*

*In selecting a saw a few important tests should be made. No saw should ever be purchased unless these tests can be met. In using the following outline the instructor should, of course, illustrate with various types of saws. The outline applies particularly to the selection of a hand saw.*

1. The first and most important thing to consider in choosing a saw is the name and reputation of the maker. Be sure you select a saw that has a good reputation and a name that can be depended upon.
2. See that the saw "hangs" right. Grasp it by the handle, and hold it in the position for sawing—it should "hang" in a natural and easy position, without strain on the arm or wrist muscles.
3. Make sure that the handle is adapted to your hand, and sets properly on the blade. A comfortable, easy grip makes the work more pleasant and efficient.
4. The teeth should have an even set, and should be filed with an accurate bevel so that the saw has a perfect gutter down the center of the teeth.
5. The tooth edge of the blade should have a slight, gradual curve known as a "crowning breast."
6. A good taper ground saw can be judged by gauging it to see that it is tapered all along the back of the blade, and also for its full width. The blade should gradually increase in thickness from the point to the handle, and at the same time, it should be tapered so that it increases in thickness from the back to the tooth edge.
7. Be sure you have a good, flat, well-smithed blade. To test this, hold the saw up to the light and look carefully at the flat part of the blade. If you find that the blade is lumpy and uneven, chances are the saw will not run true.
8. See that you have a well-set saw. You can test this by looking at the width of it. Looking down at the teeth, they should be only about double the thickness of the blade, and only about half the length of each tooth should be bent over, or "set."
9. Remember that saws are made and especially toothed, set, and sharpened for different kinds of work. Know exactly what you intend to do, and then choose the right type of saw to do your work.
10. It is well to try out the saw, even if you must carry a small piece of board to the hardware store for the test.

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*The May issue will contain an outline lesson on "How to Care for a Saw."*

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